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ABSTRACT

This publication reports on the work of four universities in "The Public Schools Rewards Project: A Higher Ed Tough One, which was begun in 1995 and was designed to enhance the value that university rewards systems placed on faculty work with K-12 schools and teachers, and ultimately to improve the quality of education delivered in K-12 schools, colleges, and universities. Following the Prologue by Dan Tompkins, an overview by Crystal J. Gips describes the participating campuses (California State University, Northridge, Temple University (Pennsylvania), the University of Southern Colorado, and the University of Texas, El Paso); presents the project plan; describes what really happened and what was learned; and offers recommendations for other institutions. The next section includes institutional reports: "California State University Northridge" (Sharon Klein); "Temple University" (Dan Tompkins); "University of Southern Colorado" (Donna Watkins); and "University of Texas at El Paso (Kathleen Staudt and Jack Bristol). The report concludes with faculty life histories which explore their experiences in six disciplines: English, history, language and linguistics, political science, psychology and sociology, and science. Following an Introduction by Carol Stoel, the essays include: "Educational Renewal Connections: The Development of English Education at the University of Texas at El Paso" (Tommy J. Boley); "Learning To Teach: Where University

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Meets Universe" (Amy Birge); "Research and Student Achievement: Developing K-16 Work at the Institute for the Study of Literature, Literacy, and Culture" (Steve Parks); "My Experience with K-16 Work" (William E. Sheidley); "Education Renewal Connections: Experiences in History" (Nicole Etcheson); "Betwixt and Between: A Shifting Understanding of School-College Collaboration" (Morris J. Vogel); "Reflections of One Linguist" (Sharon Klein); "Educational Renewal Connections: Experiences in Modern Languages" (Joan H. Manley); "Personal Reflections" (Dan Tompkins); "The Eco-Literacy Project at Cal State Northridge" (Matthew Cahn); "Educational Renewal Connections: Experiences in Political Science" (Kathleen Staudt and Gregory Rocha); "Education Renewal: Prospects for Psychology" (Lawrence D. Cohn); "A Sociologist's Perspective on Educational Renewal" (Cheryl Howard); "The Public Schools Rewards Project: A Scientist's Perspective" (Steve Oppenheimer); and "My K-16 Involvement" (Jack A. Seilheimer). (Some papers contain notes. Contains 17 references.) (SM)

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Making A Place

in the Faculty Rewards System for Work With K-12

A PROJECT REPORT OF FOUR UNIVERSITIES

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"THE PUBLIC SCHOOLS REWARDS PROJECT: A HIGHER ED TOUGH ONE"

SPONSORED AND FUNDED BY
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U.S. DEPARTMENT OF EDUCATION

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in the Faculty Rewards System for Work With K-12

A PROJECT REPORT OF FOUR UNIVERSITIES

CRYSTAL J. GIPS AND CAROL F. STOEL, EDITORS

NOVEMBER 1998

AAHE
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Making a Place in the Faculty Rewards System for Work With K-12:
A Project Report of Four Universities
Crystal J. Gips and Carol F. Stoel, editors
A report of "The Public Schools Rewards Project: A Higher Ed Tough One"

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1995-1998

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Prologue

Dan Tompkins, Project Director
and Professor of Classics, Temple University

To one unfamiliar with the inner workings of universities and schools, the term "school-college partnerships" has its ironic side. It implies a marriage, a bringing together of separate entities in a new structure. The novice might ask, But is there not a natural continuum of learning from childhood through the early adult years? What act of violence had so shattered that natural relationship between higher education and schools that it had to be reconstituted from its parts?

Further, those who have worked in either K-12 education or universities, or both, know that the relationship has never been a marriage but only a stormy courtship at best. A recent essay by Theodore Mitchell and Lawrence Torres (1998) reveals, for example, that in the period from the mid-nineteenth century to 1920, universities asserted their primacy over secondary school curriculum and teacher training in an atmosphere tinged with contempt for lower orders. As University of Chicago president William Rainey Harper pondered whether to continue on the Chicago Board of Education more than one hundred years ago, he was told by a board member, "...you cannot handle dirt without soiling your clothes." Mitchell and Torres describe the universities' interventions in secondary school curriculum establishment and teacher training as acts of "intellectual colonialism," and it comes as no surprise to learn that the universities' high-handed assertiveness engendered growing resistance from teachers in the early years of this century.

Mitchell and Torres conclude their essay with an ominous statement by president Charles Eliot of Harvard in 1920: "We have successfully demonstrated in the course of the last fifty years that improvements in education come from the top" (1998: 38). In a similar vein, Patrick M. Callan notes considerable alienation and opportunism in modern higher education:

> The colleges and universities have not, to say the least, been a major force in the school reform "movements" of the last decade and a half. They have participated to the extent that the reforms were compatible with their own traditions and conventional practices...and when they could support reform on their own terms. (1998: 43)

Regardless of one's experience with K-12 and university education, this diptych of essays is sobering and salutary. It alerts the enthusiast for school-university collaboration and school reform that the ground they wish to cultivate teems with land mines. Anyone who has worked this terrain can testify to the residues of hostility, indifference, and avoidance left by past encounters. Further, she or he can report on the difficulty of joining two separate organizations to facilitate collaborative and reform-oriented work of individuals in those organizations. Inclusion of such work in the faculty rewards system is virtually unknown. In fact, many who enter this scene might well be deterred from remaining.

Another of Callan's claims, that "the public schools cannot meet the demands of the new century by going it alone" (1998: 55), lies at the heart of the efforts reported in this volume. Collaboration is going to be necessary, and among three, not two parties: colleges of education, colleges of arts and sciences, and public schools.

Teachers and teacher candidates come to a university for their educational and professional preparation. Colleges of education send their students across the campus to acquire "content knowledge," itself a term redolent of alienation and sundered ties. Especially in research-oriented institutions, the lack of serious discussion of teacher preparation or public schools testifies to a profound and damaging disaffiliation amongst individual colleagues and whole organizations. It also suggests a denial of the cyclical process in which we in education all work: high school student enters university to be taught by professors, becomes a teacher, teaches high school students, who enter university to be taught by professors.... Arts and sciences faculty encounter the problems of public education every time they read an ill-prepared student's essay or encounter innumeracy in the classroom. Often enough, they are so discouraged by the general level of student preparedness for university work that they retreat to upper- or graduate-level courses in their major field, grateful at last to work with a small number of truly qualified students.

But "truly qualified" students are not, as faculty might wish, spontaneously generated. They are products of good schools, trained by good teachers. Perhaps ironically, one goal of K-16 collaboration — to produce better students for university faculty — can be attained only when these faculty join in producing that environment. Without this engagement, the opposite might well happen: The pool of outstanding students will continue to shrink, bringing further frustration to university teachers and continuing the current cycle.

Roger Benjamin and Steve Carroll have remarked on the awkward structure of most academic units. Verticality — "stovepiping" — is the dominant configuration. At many universities the schools or colleges, each maximally motivated to improve its own act without great concern for the folks next door, pursue uncoordinated goals. One is reminded of Mediterranean cultures that preceded the era of central governments: Among the Mani in southern Greece, each family had its own stone tower, sometimes with artillery, for moments when civic association withered. Though grateful that schools and colleges exist in an age of gun control, we remain concerned by the lack of horizontality, the failure of units to work together for common goals — especially when those goals include shaping the minds of Americans. Future teachers require training in the sciences, humanities, and social sciences as well as educational psychology and methodology. A university structured to encourage faculty to cooperate in this process will clearly succeed better than one that keeps them apart. Just as essential as intercollegial cooperation in the area of teacher preparation and faculty development is vertical cooperation with schools. A new effort at collaboration will, to be sure, require university-level faculty to provide assistance to schools and teachers. But it will also require them to work *with* teachers toward a common goal of student learning and success.

It is the university side of school-university collaboration that has occupied our project team since 1995 on four different campuses. We began with high hopes of bringing increased rewards and recognition to faculty engaged in improving elementary and secondary education, and have succeeded to some degree in getting departmental or university-wide tenure and promotion guidelines rewritten and in winning other sorts of reward. We have, however, become aware that making these changes is going to be a long struggle.

We see two large forces making change likely in the future. One of these is internal, and was alluded to in my remark about spontaneous generation above. As universities become more concerned about the sort of "product" they are receiving from high schools and more concerned about new competition for enrollment, logic would dictate their increased collaboration with K-12 educators to improve this product — through engagement in preservice or inservice

teacher development, rethinking how we teach at the university, shared research on learning, or joint efforts at curricular improvement. Such activities would not be "service," in the pejorative use of the word sometimes accorded citizenship activity like campus committees or community volunteering. Instead, they are acts of scholarship, motivated as much by faculty and institutional self-interest as by philanthropy.

The second force is exogenous. Legislators are aware of increasing constituent complaints about the quality of education that universities provide, and in some cases are eager to strike a pose as proponents of good teaching. They are placing demands on universities and their faculties to decrease the waste of time and money in transition between elementary and secondary education, between high school and college, or between community college and four-year institutions.

Universities also stand to benefit from faculty engagement in the K-12 schools if we accept other evidence that faculty activity outside an institution is often highly valued by society. The ability of the faculty at the University of Minnesota to demonstrate to journalists and others the economic benefits that faculty activity brought the state is credited in part with preventing an attempted change in tenure codes. Regardless of other benefits derived from community activity, universities that practice community engagement are receiving increased recognition and favor for it.

Logic, in short, might seem to dictate a change in faculty rewards structures, as universities act out of enlightened self-interest. One of the goals of the project reported in this document is to prepare for this eventuality by exploring the nature of faculty work and the rewards systems most supportive of it. Another is to help bring about the changes in rewards structures by showing administrators and faculty governance units that K-16 collaboration contributes to university survival. If we faculty make this case convincingly, rewards should follow. Arguments such as this, accompanied by action, are likelier to succeed than will changes in policy absent changes in practice. The report that follows describes the efforts on four campuses to begin making this case.

This project was supported by a grant from the Fund for the Improvement of Postsecondary Education, as well as by the four participating universities and the American Association for Higher Education. Carol Stoel, of AAHE and the Council for Basic Education, who shepherded the faculty essays section, provided constant and reliable counsel based on her deep understanding of national educational movements. Crystal Gips did a massive amount of work in assembling and editing this volume. Bry Pollack, AAHE's director of publications, oversaw production expertly. Jay Donahue, our program officer at FIPSE, advised us regularly and helpfully.

"The Public Schools Rewards Project: A Higher Ed Tough One"

Crystal J. Gips, Professor of Educational Leadership and Policy Studies and Associate Dean of the College of Education, California State University, Northridge

Introduction

A collaborative effort by four universities to give faculty participation in K-12 education a place in the faculty rewards system has taken us on a long ride to a destination that appears to move about on the landscape each time we approach it. Never wavering from our clear commitment to valuing the role of higher education faculty in K-12 education, we have in fact deepened our commitment in the face of that adversity.

What follows is a narrative describing our journey toward a new faculty rewards system. While we had the destination identified, or so we thought, and the route mapped, we had given little thought to the terrain over which we would travel. The map was based on our perceptions of reality. The very journey has, in fact, forced us to confront the realities of the terrain and to redefine the steps on the way toward our destination as we encountered the coming together of the map and the actual terrain.

So what we anticipated would be a rather simple change in policy has proved to be an experience teaching us along the way much about how faculties think about their own work and that of their university colleagues. We have also learned about the values placed on the formal rewards system in universities, and about how university faculty members distinguish themselves and their work from the members and work of other professions. We have been reminded of the organizational conditions that impact efforts to change policy with the potential to change the work culture of the university. We have been surprised by the strength of the commitments university faculty have made to a particular set of beliefs about what constitutes appropriate work for faculty and how that work should be recognized. We have been humbled by our experiences and by our recognition of our own innocence about the system in which we work.

The interactions of our presumptions, our intentions, and our map with our experiences, our evolving understandings of the context and its players, and the actual terrain are all reflected in this narrative in various ways. In this section we provide readers with a description of the origin of the Public Schools Rewards Project and the context in which it is sited. Then we go on to provide the plan we began with, what work each of the participating institutions engaged in during the term of the project, what we learned from our efforts, and what we suggest as strategies for other campuses that might wish to attempt a change in their faculty rewards system to honor faculty work with K-12 schools and teachers.

We have included case analyses of the work at each institution to give more specific institutional pictures. And for the purpose of showcasing individual engagement in K-12 work and how this work has affected the faculty member's own professional journey, we present a collec-

tion of personal essays from faculty and administrators active in such work. We hope that both institutions and individuals will find in this collection not only instruction but also inspiration for engagement in the important work of crossing the traditional boundaries between K-12 schools and universities in order to create a coherent educational experience for both teachers and learners. We hope as well that this documentation of individual faculty experiences will make the case for recognition in a rewards system that includes work across the educational spectrum.

This project originated conceptually out of two major discussions on the public agenda. One focuses on the quality of K-12 education and the preparedness of students entering colleges and universities. The second relates to the role of the university as an institutional member of society and its responsibility for ensuring the well-being of society by participating in the creation of a well-educated populace. In this discussion, the institutional role devolves to the role of faculty who work and live in universities.

Politicians, parents, and employers alike have criticized the public schools for the levels of skills and knowledge with which their students graduate. Reports of test scores — especially those that provide international comparisons — are readily available to support the perception that U.S. students are learning less than are their counterparts around the world. The perceived and widely noted drop in SAT scores over more than two decades reinforces the belief that students today are leaving school with less knowledge than did their parents or their older siblings. And finally, universities themselves confirm the public's suspicion of falling levels of learning with evidence of entering undergraduates' increasing enrollment in remedial English and mathematics courses. To expend money for enrollment that does not earn credits toward an undergraduate degree angers students and their parents as well as politicians and other taxpayers. Many of them have taken the understandable position that K-12 and higher education systems should not *both* have to use their limited resources to ensure that students reach twelfth-grade performance levels.

The matter of K-12 student performance has extended to include discussions of teacher competency and performance. The public presumes that low levels of student performance are attributable to low teacher competence, and it has widely taken on the belief that teachers' lack of both content knowledge and skills is one major explanation for low student performance levels. The criticism of both student and teacher competencies has more recently included schools and colleges of education as culpable in this matter. And those who have given considerable thought to the underlying problems of the effectiveness of K-12 schools are currently dragging the universities at large into their commentary. That is, they are arguing that teacher performance must be the outcome of university degree programs, and thus that elementary and secondary students' failure to learn might well be the result of arts and sciences departments' failure to educate potential teachers adequately in their knowledge of the disciplines they teach. This position is supported by Linda Darling-Hammond's (1998) review of years of research on student performance. Darling-Hammond has clearly identified teacher knowledge — of both subject matter and how to teach it — as having the single-largest effect on student achievement.

The much-publicized performance levels of prospective teachers upon Massachusetts's first administrations of an exit examination for teacher candidates in 1998 exemplify the issue of the university's role in teacher preparedness. On a test of basic content knowledge and communication skills, many students from public and private institutions across the state, about to be certified as teachers, failed to reach established passing scores on the examination. The preparation provided by schools and colleges of education was immediately called into question.

Some educators have entered the discussion by pointing out that the content of the examination is the content of an entire university education, not just the subject matter of the pedagogical courses more typically delivered by the schools and colleges of education. Putting aside the debates raging over both the setting of cut scores and the process of administering this particular examination, the flurry over student performance on the examination has clearly raised the issue: What is a university's role in ensuring that the teachers it graduates are prepared to teach content at levels that will ensure that K-12 students become well-educated?

Escalation of concern for K-12 performance has caused higher education to reconsider its role and that of faculty across the university in improving the entire continuum of educational delivery as measured by the performance of system graduates at all levels. Conversations both within universities and between academic colleagues across the nation (e.g., Goodlad's National Network for Educational Renewal) have begun to address ways faculty might contribute to improving the K-12 educational system.

In their essay "Enhanced Academic Connections: Deweyan Waste, Ecological Pipelines, and Intellectual Vitality," Donald Stewart and Michael Johanek (1998) articulate three bases on which schools and universities forge linkages. They recognize, first, alignment of academic content and skills, and, second, connecting institutions to families, students, and the public through measures of accountability. They go on to argue for the most significant factor:

> In their best moments, schools and colleges connect — via their teachers, professors, and students — through a shared "attitude of inquiry," as Dewey put it, a shared academic enthusiasm for liberated and disciplined thought. Nurturing such intellectual excitement demands breaking the isolation of teachers and faculty in at least two ways: connecting them in conversation with each other as academic colleagues, and supporting their more robust engagement with their own intellectual undertakings. We maintain, therefore, that school-college policy should be driven and evaluated primarily by its effects on intellectual vitality. (142)

Many of these discussions of school-university interactions have indeed focused on both the content of and the approach to teaching the courses taken by future teachers. While linkages of curriculum and assessment systems are common topics, the notion of intellectual engagement on shared interests in subject matter and pedagogy is a central one and the basis for real collaboration. The concept of school-college interaction consequently leads to a view of scholarship as it relates to the application of knowledge — in this case, in both K-12 schools and universities. Some participants in the discussions have argued that faculty engage in substantive service to their community through efforts to improve K-12 education. The conversations have extended to include the redesign of what once might have been labeled as "service" to become scholarship. In this case, work with K-12 schools would be the basis for creating scholarship on teaching and application of knowledge. Academics working on this issue (Diamond and Adam 1993; Glassick, Huber, and Maeroff 1997) have also included strategies for documenting alternative forms of scholarship.

With support from the energy of these discussions, faculty at Temple University and staff at the American Association for Higher Education (AAHE) jointly conceptualized "The Public Schools Rewards Project: A Higher Ed Tough One." Their purpose was to enhance the value that university rewards systems place on faculty work with K-12 schools and teachers, and ultimately to improve the quality of education delivered in K-12 and in colleges and universities.

The authors of the proposal conceptualized this intended change in the rewards structure to be just one piece of a larger change in the ways universities address the problem of the educational level of the graduates of both high schools and universities. Many universities have traditionally stood apart from their surroundings, viewing themselves as havens for expertise and intellectualism. Nevertheless, university leaders have recognized the call for institutions to join with the rest of the community in broad-ranging efforts to improve quality of life, especially through the process of enhancing the quality of education that is available.

The proposal writers identified schooling as the common ground for universities and community, more particularly K-12 schools as the venue through which universities might engage in community building. They envisioned a new relationship between precollegiate and university educators, one in which collaboration across the range of programs would be a regular part of faculty life and one of the roles for which faculty would be rewarded. The authors of the proposal asserted a moral imperative for universities: Universities must work in and with the K-12 schools if the universities expect to continue to exist in a world where educational systems have a functional and effective role. Moreover, much of that work must be done by the faculty of the arts and sciences disciplines, for the quality of K-12 education depends on teachers knowing deeply the content they teach.

It appears that the rewards system driving the commitment of faculty at large to certain kinds of work is a significant roadblock to the necessary engagement of teachers and professors with each other and with their disciplines as the common ground. We know that individual work in and of itself will not create change in a system. The system must be hospitable to and receptive to the work. Since the rewards system is one of the institutional characteristics that determines faculty comfort with and willingness to undertake new work, then that system must be reconsidered. The authors of the proposal indicated a willingness to lead that reconsideration.

In 1995, the project through Temple University received funding from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. Temple invited the University of Southern Colorado (USC), University of Texas at El Paso (UTEP), and California State University, Northridge (CSUN) to be partners in the undertaking. These institutions were already a part of efforts led by The Education Trust (then a program of AAHE, now an independent entity) to ensure high levels of achievement for all students and especially for those from low-income and minority groups. In fact, USC, UTEP, and Temple were among several other institutions funded by the Pew Charitable Trusts as the higher education anchors among the Trust's K-16 Community Compacts for Student Success with a specific agenda to build collaboratives between K-12 and higher education partners for the purpose of improving student achievement.

In an effort to create as much impact as possible on each campus, the FIPSE funds came to a campus under the auspices of a president, provost, or dean who was already engaged in the work of The Education Trust or was viewed as a leader for its agenda. That campus engagement in the project was to be university-wide was central to the project's intended activity. The project originators recognized the disparities in levels of K-12 engagement between education faculty and all other faculty on the campuses. They had set out to ensure that faculty across all programs in the university might be rewarded for their work with K-12 teachers and schools. Hence, the importance of the commitment of influential university leaders.

Participating Campuses

California State University, Northridge

CSUN is one of twenty-three campuses in the California State University system, the largest public education system in the nation. The campus, located in the San Fernando Valley area of Los Angeles, enrolls about 28,000 students, most from the local region. The student population is more than 35 percent Hispanic, and the campus has recently been designated as a Hispanic-serving institution. With a parallel growth in numbers of Asian students, the Caucasian population is now less than 50 percent. Cal State Northridge is one of the largest producers of credentialed teachers in California. It formed a collaborative with the Grant Van Nuys cluster of the Los Angeles Unified School District and The Achievement Council two years prior to the inception of this project. This collaborative works with The Education Trust on its agenda to close the achievement gap between poor and minority students and their more-advantaged peers.

Temple University

Temple University is a large public and urban institution whose student population comes in large part from the city of Philadelphia. In the Carnegie rating system, Temple is a Research I university. While Temple faculty are heavily engaged in research and other externally funded projects, they also produce a substantial number of teachers who enter into employment with the School District of Philadelphia. The integration of the K-12 schools and the university is apparent in terms of each institution feeding the other. The campus is situated in the heart of North Philadelphia, where the majority of the population is African American and school performance levels are low.

Prior to this project, Temple University had a long history of discipline-based work with K-12 teachers. That is, one or more faculty members in a department might work with a team of high school teachers to develop a unit on a particular topic — a historical event or a piece of literature, for example. Systemic reform efforts, however, were not a part of the joint efforts of the university and the schools. And there is little history of engagement of faculty from the College of Education with their arts and sciences colleagues in work with K-12 teachers.

University of Southern Colorado

The University of Southern Colorado, publicly funded like the others, is the smallest of the participating campuses and the only one in a semirural location, in southeastern Colorado. Approximately 4,000 students, most from the local service area, enroll on the campus sited in Pueblo, a city of 100,000 residents. USC is unique among the project campuses in its

> …cooperative agreement between the university and the city school district. The goal of this alliance with District 60 is to create benefits for both partners in the area of administrative management as well as teaching/learning outcomes. (The Center for Teaching, Learning, and Research … is what is typically called the Education Department. It does not report to a typical college dean, but to the Deputy Superintendent of the district who is considered the Dean of Education and is a member of the Dean's Council at USC.)
>
> The second university/community relationship is even more encompassing in scope. Pueblo is the site of a Community Compact for Student Success

> partnership that works toward systemic reform. Pueblo Compact members include USC, Pueblo Community College, Districts 60 and 70, and the Pueblo and Latino Chambers of Commerce. (Watkins 1997)

In this partnership, community agencies have played an active role in bringing the community into authentic roles in the reform of local education.

The state of Colorado has also created an agenda for change in higher education with legislative action that specified a consolidation of programs across the public-supported institutions. With those changes in place,

> The legislature has turned its attention to the issue of tenure and post-tenure review. It sees post-tenure review as a way to ensure long-term productivity, especially quality teaching, from faculty statewide. The legislature made it quite clear that it intended to institute its own policies on post-tenure review if all institutions did not clarify their own policies. (Watkins 1997)

This legislative agenda set the stage for USC's involvement in the project.

University of Texas at El Paso

UTEP is also a public institution, located directly on the U.S.-Mexican border, with Juarez as its sister city just across the border. UTEP is very regional in its service, with 85 percent of the enrolled students coming from the local area. The campus population is 65 percent Hispanic, with another 10 percent of the student body coming from Mexico itself. UTEP draws most of its students from the three local school districts, producing most of the teachers employed in those districts. Teachers-in-training for elementary, middle, and high school education represent an enormous group of majors, hovering around 2,000 students, or one-seventh of the entire undergraduate student body. These students take the majority of their coursework outside the College of Education, contrary to the perceptions of faculty.

The region is characterized by poverty, on the one hand, and a culture of hope and optimism characteristic of a border city, on the other. These conditions, along with the fact that UTEP is very much a part of this border-spanning community, have tended to support the development of significant levels of collaboration between the university and the local schools. In fact, the university and its three K-12 partners were one of the originally funded K-16 Compacts.

Project Plan

"The Public Schools Rewards Project: A Higher Education Tough One," as it was funded by FIPSE, included a three-year plan for work on the four participating campuses and beyond. In summary, each campus, working through a campus team, would undertake common but independent activities. These activities would be shared and integrated through periodic meetings of campus representatives, coming together to share their accomplishments, establish strategies for next steps, and disseminate their work.

The goal of the project was to include faculty work with K-12 schools in the formal faculty rewards systems on each of the participating campuses. We intended then to disseminate the success of the project by helping other campuses to make similar changes. More specifically, we set out to rewrite our university personnel policies pertaining to the criteria by which faculty were awarded tenure, promoted, and given merit salary increases. Finally, we anticipated the

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delivery of activities designed to help faculty meet the new criteria we expected to put in place. Specific tasks were anticipated for each of the three years. They were as follows:

Year 1. Self-Study

Forming Project Teams. Each campus received funds to support the engagement of five to six faculty members in the work of the project. The first task of the project coordinator at each site, appointed by a senior campus leader, was to identify potentially effective project team members. They would have to demonstrate both commitment to the agenda and the work of the project and sufficient personal power in the university to be able to provide leadership toward the project's intended outcomes.

Institutional Study. Each campus would undertake an assessment of its own status with respect to the place in the roles and rewards system of faculty work in K-12 schools. Assessment included one or both of two major components:

1. A content analysis of the existing promotion and tenure policy documents from each department and school or college to ascertain the degree to which work in K-12 schools was defined among the range of faculty roles and the extent to which faculty might be rewarded for such work.
2. A survey of faculty in the arts and sciences regarding their participation in work related to K-12 schools, and the faculty perceptions of how that work had been recognized in the assessment of their personnel documents for the purpose of tenure, promotion, and merit salary decisions.

Identifying Target Departments for Policy Changes. Campuses were also encouraged to identify departments that might be hospitable to establishing alternative criteria — specifically including work with K-12 schools — for tenure, promotion, and merit salary increases. The project proposal suggested that the selection of team members be linked to the identification of departments with potential for policy changes.

Preparing Personal Reflections on K-12 Work. At each campus, faculty members in several departments were to engage in reflection on their own work with K-12 schools and teachers and what that work had meant to them. More specifically, they were expected to write about the ways such work had fit into their more-traditional roles as university faculty members, and what the work had contributed to their teaching and their scholarship.

Year 2. Pilot Policy Changes

Developing New Departmental Policies. Having in the first year of the project identified departments with interest in K-12 work and openness to valuing that work formally, we anticipated that those departments would create new personnel policies in the project's second year. Our expectation was that engagement in work with K-12 would create the impetus for the organizational and political change that comes with faculty development of new policies for the evaluation of their own performance.

Getting Campus Approval to Implement New Policies. The project proposal also forecast that departments developing new policies would follow campus procedures to seek approval for the policies and implement them. Orientation of faculty to the new standards explicit in the policies and their timeline for implementation would follow on the approval.

Year 3. Dissemination

Expansion on the Home Campus. The project proposal also contained a vision for expansion of the new criteria to additional departments on each of the participating campuses. With sample policy language available, and approval of new policies having been granted in Year 2, we anticipated that additional departments would take up the results of their colleagues' work and translate the criteria to fit their own situations.

Disseminating Model Personnel Policies Across the Nation. We anticipated we would have gained sufficient experience with the process of changing faculty roles and rewards systems, and we would have a rich selection of sample policies from each of our campuses. We expected to provide both experience and policies as a range of models from which additional campuses might draw to create their own new policies for valuing work with K-12 schools in the faculty rewards system. We further intended to develop sample documentation of alternative approaches to scholarship. We hoped the documentation would be particularly appropriate for substantiating work with K-12 schools to include in promotion and tenure portfolios.

What Really Happened

Like many initiatives, this one took a course that its proposal did not entirely predict. In reflection, the project participants view the relationships between the map created in the proposal and the ground over which we actually traveled to have provided us with a journey through which we learned far more valuable lessons for higher education at large than we would have gained from a smooth run along the route we charted in advance.

Year 1

The project team was not more than about six months into its work when the campus coordinators shared progress to date on their respective campuses. We quickly perceived each campus was taking a somewhat different path. Cal State Northridge was undertaking quite literally the specific tasks laid out in the proposal for the first year with a team of six faculty members from three CSUN colleges. Temple was focusing on discipline-based work with small groups of teachers. Southern Colorado was engaged in a process of reconsidering its personnel policies at the direction of the state legislature, with less focus on K-12 schools. At the same time, UTEP was giving particular attention to the linkages between its College of Education and the arts and sciences programs and their role in teacher education. These paths were artifacts of both history and current context on each of the campuses.

Self-studies at the participating institutions during that first year revealed that the status of campus criteria for faculty rewards was varied both within and among campuses. At UTEP, the faculty team generated data documenting the large number of students preparing to become teachers, both in arts and sciences core curricular classes and in majors. Its colleges developed policies to recognize and reward faculty for their teacher-preparation activities. For example, in the College of Science, evaluation guidelines were revised in 1996 to recognize work relevant to the agenda of this project in two ways — through publications and through dual-report channels to more than one dean:

> Under Research and Scholarship, guidelines call for the consideration of "Publications of … papers in appropriate educational journals related to pedagogy and teaching." Under Teaching, guidelines call for consideration of "pub-

> lished articles about teaching and curriculum, or production of teaching materials, class or laboratory notes, or textbooks." (*UTEP Faculty Evaluation Guidelines*, as quoted in Staudt and Bristol 1998)

These authors continue to cite the same document, which provides rather explicit documentation of performance evaluation practices for persons who might, for example, work both in a traditional disciplinary field and in teacher education:

> Under Evaluation Procedures, one finds precedent-setting guidelines: "For faculty members who have significant service or other responsibilities outside the department, the Chairperson shall request a performance evaluation from the candidate's extra-departmental supervisor. The evaluation shall be considered in the Department Faculty Evaluation Committee's overall performance review. This procedure is applicable to faculty serving in other university units, in interdisciplinary programs, and with administrative appointments outside their departments. Significant disparity between performance evaluations within and outside the Department will be reviewed by the Dean of the College (or the VPAA, if the Dean is the supervisor)."
>
> In these guidelines the door is thereby opened for the Dean of Education to recognize teaching, research, and service associated with teacher education. (Staudt and Bristol 1998: 5)

At Northridge, a review of the personnel policies of the university's fifty-eight departments revealed that only two mentioned work with K-12 schools and teachers — in each case as "service" activities. No department in the College of Education included faculty involvement with K-12 schools as a basis for scholarly work, although a review of individual faculty documents demonstrates that faculty have indeed published articles about such work. Some departmental policies on the Northridge campus specifically ruled out consideration of articles about teaching or of textbooks for either university or K-12 use as indicators of scholarly productivity. Such findings were both surprising and not surprising.

Leadership for the work at Temple came from the chair of the History department and an associate provost, who left the campus for another position around the time the real work got under way. During the first year, the History department was heavily engaged in subject-matter work with high school teachers. The work was recognized across the campus, and the provost rewarded the department for its efforts as a unit.

The project director at Temple also recruited a first-year, untenured faculty member to chair a committee on K-12 work, entitled the Ad Hoc Committee on Faculty Rewards.

> The committee was charged with considering how merit pay or promotion could be more closely linked with K-16 work. With the exception of myself, everyone on the committee was tenured or up for tenure that year. Since each of these individuals' careers was already in place, whether such work should count for tenure was pushed to the margins. The issue became whether merit pay could be used to bring a person's established career in contact with public schools. While the committee was "unanimous" in recognizing the *possible* [italics ours] value of such work, it was unclear how it should be valued. Even though two of the committee members had actively worked with the schools, everyone on the committee also felt such work should not be given the status

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of research or teaching. (Parks 1997)

Meanwhile, a handful of faculty and a graduate student engaged in several collaborative endeavors with high school English teachers. The projects encountered difficulty in following their agendas. They struggled to grapple with the real issues surrounding how one teaches composition or literature to high school students, and how university faculty might assist teachers in getting prepared for this daunting task. Collaboration between the two sets of teachers of English was marginal at best, and nonexistent in at least one case.

At Southern Colorado, the existence of the Community Compact meant that institutional relationships had already been built to some extent.

> Moving forward toward improved reward structures for K-16 work could begin in the middle of the change process. Administrators already valued the work; it had been clearly stated in the school's mission. In addition, linkage partners — university and K-12 faculty — were already familiar with and enjoying K-16 relationships. While these key pieces were not perfect, they were, nonetheless, needed cornerstones, as organizational change requires support from the top and from organizational opinion leaders....
>
> USC had an opportunity to attach its K-16 reward agenda to a larger issue — that of tenure/post-tenure review. The strategy chosen was to use the larger change framework to also institute the more-targeted change related to K-16. (Watkins 1997)

Representatives from each of the project teams held a three-day discussion of their respective team efforts in August 1996. By the end of the meeting, we had finally begun to ask ourselves the questions that were fundamental to our project and to which we had given insufficient attention when we proposed to undertake this effort. We now knew that we needed to understand some very fundamental issues about university faculty engagement in K-12 work if we were to effect policy changes on our campuses about that work:

- How do faculty define their work?
- What is the image faculty hold of work with K-12 schools and teachers? If it is negative, as we suspect, why has that image persisted?
- What makes work scholarly?
- How do faculty both distinguish between and link "teaching" and "scholarship"?
- Other than publications, what constitutes sufficient documentation of scholarship? of academic work in general?

Year 2

Still we plunged on with the agenda of the second year. We believed that regardless of our somewhat disparate beginnings, we could all reach the same midpoint of the project and convince our campus colleagues to view work with K-12 as a vital part of the role of faculty. We felt that the issues of the necessary collaboration across the K-16 expanse were sufficiently under discussion so that the importance of our efforts would be quite obvious. Faculty would, we expected, therefore recognize that work with K-12 deserved specific explication in personnel policies and procedures related to the rewards system.

What happened on each of the campuses this year, however, diverged even more than

during the previous year with respect to the objectives of the project.

At UTEP, the project became embedded in a university-wide Goodladian school reform project. Through this format, the campus leaders of the project concentrated on dramatically increasing faculty involvement itself in K-12 schools. Their efforts were directed toward drawing a wide range of discipline-based faculty into the discussions of K-16 collaboration and the university's responsibility for preparation and continuing education of teachers. Moreover, activities began to become visible within and across departmental lines. A senior professor, respected for scholarship and teaching, taught a teacher-education course. Outreach activities, such as "Kids Voting" and History Day, offered opportunities to mobilize colleagues and embrace students in new teaching strategies.

Quite in contrast, USC continued to work on the rewriting of personnel policies, especially as they related to the assessment of tenured faculty. A university-wide committee convened to develop institutional policy intended to provide a model for departmental policies that might develop subsequently. Using the university's mission statement as its guide, the committee focused on the language that supported meaningful connections to the community and region and the impact that focus should have on teaching, scholarly and creative activity, and service. The committee reviewed the relevant literature concerning faculty roles and rewards and the changing nature of scholarship. It disseminated summaries of that information in an effort to keep the faculty at large in tune with its focus and direction. Personnel policies from other universities were also reviewed. Meetings were held and surveys distributed to gain feedback from the faculty.

The resulting personnel policy document, to the degree possible in a university-wide document, addressed definitions, measurements, and evidence required to substantiate faculty activity. Work with K-12 schools, as well as other community-based activities, was linked to teaching, scholarly and creative activity, and service.

Despite the committee efforts just described, the political process of gaining approval by institutional bodies included in the governance structure at USC proved to be a difficult challenge. Factions of the faculty fought approval of the document for a variety of reasons, none of which was related to K-12 work. Ultimately, all specific language that showed nontraditional types of faculty work — such as K-12 work — to be anything other than "service" was eliminated. However, the approved document — now included in the faculty handbook — was not a failure with respect to this project. The document included language that can be interpreted to allow colleges and departments to support and reward K-12 involvement:

> Individual goals must also nurture, support, and complement departmental and college goals. This…enables individual faculty…to meet student and community needs while advancing themselves, their discipline, and their immediate scholarly community. (Watkins 1997)

At Northridge, the team set out to encourage pilot departments to initiate changes in their personnel policies to make the policies more favorable toward recognizing faculty work with K-12 schools and teachers:

> We began to test the waters at our own institution. The first steps seemed quite simple and straightforward; we would just set the perfectly reasonable goals of the [FIPSE] project before our colleagues and ask for their suggestions in creating models for faculty roles and rewards as we moved toward the

> new vision that we would all create together. But that's not what we found. We were interrogated. All of the questions we raised ourselves were raised again, in slightly different forms, in some cases with barricaded resistance. The issues that the questions provoked and probed were non-issues, it was argued. Some of the issues we raised were the natterings come of non-substantive pursuits. Of course K-12 work was important. No one disagreed that it was. Service has always been important — a significant part of a faculty member's portfolio.... Or there were discussions of career profiles.... Senior faculty, it was suggested, might be ready to enter into projects involving the schools. They would have "completed(?)" their more scholarly pursuits and be ready for these educational pursuits. (Klein 1997)

Despite a lack of enthusiasm for the project agenda, the Northridge team persisted in sharing their interests with a variety of campus bodies. They shared their ideas with the Council of Chairs and with the Executive Committee of the Faculty Senate. An existing commitment on the part of the provost coincided with the emerging interest of faculty governance bodies. This intersection of concerns resulted in a decision late in the year to engage the faculty broadly in discussions of K-12 work and alternative forms of scholarship that might be appropriate to documentation and dissemination of such work. These discussions were structured through the appointment of a task force on faculty roles and rewards and the decision to focus the annual January Faculty Retreat on the same topic.

The department of Educational Leadership and Policy Studies, one of the departments originally identified as a potential pilot department for personnel policy changes, found itself without any approved personnel policies as a result of a department merger. This situation spurred it to develop a new set of policies with a strong focus on documenting K-12 work in ways that would allow such work to be included in the categories of both scholarship and teaching as well as service. Late in the year, the draft policies, approved at the departmental and college levels, were sent forward to the Faculty Senate committee charged with oversight of all faculty personnel matters. The committee delayed action on the proposed policies and asked for minor editorial changes.

At Temple University, those efforts described earlier to engage high school teachers and university faculty on matters of teaching English, however wobbly their start, resulted in the formation of the Institute for the Study of Literature, Literacy, and Culture. It was headed by the same untenured assistant professor who had chaired the initial committee to coordinate university outreach to K-12 schools.

> As a concept, then, the Institute brought together the teaching, research, and community aspects of Temple to bear on public school education. Faculty and public school teachers would be given support by Temple to expand K-16 work. Graduate students would be given a model for a career that includes work in multiple locations. It offered me, as an untenured faculty member, a site to build a career that would not be focused solely on university activity. (Parks 1997: 8)

The Institute brought faculty and teachers together for the purpose of engaging jointly in work that would enhance student and teacher performance in the fields included in the name of the Institute. It served also to exemplify some of the conflicts at the heart of the work our

team was trying to encourage its campus colleagues to value in their personnel procedures. Parks (1997) described how even the naming of the Institute revealed fundamental differences between the two professional groups:

> Notably, adding such terms as "public schools" or "public education" was never discussed. At no point did the language of school reform come into the language of the Institute's documents.... It becomes clear that the Institute was being developed in a rhetoric which would have little to do with the language of public school teachers. This was a necessity. For if the Institute was to actually function within Temple, it had to fully integrate itself into the perceived mission of the Department of English and CAS. (Parks 1997: 9)

Parks goes on to tell us how the two sets of people remained apart, speaking different words. Those from the English department talked about discourse, subjectivity, and deconstruction, while the teachers' language was filled with rubrics, benchmarks, and performance outcomes. Parks acknowledges that he found the teacher talk intellectually alienating, and the teachers found the professorial language to lack practical value. He notes that it was only when he began to re-learn how to talk about teaching — to find a common ground of mutual experience and language — that a relationship actually began to emerge between high school teacher and university teacher. As shared language, or at least the ability to speak both languages, began to develop, the shared work changed in character, as well. That work that might be characterized as purely academic has gained in both extent and effectiveness, and the Institute has articulated a social mission of service in the community — one in which the students of "culture" work in the culture to learn about it through engagement. Perhaps the most obvious signal that the Institute's agenda has been articulated, recognized, and valued was the university's decision to assign it a tenure-track faculty line. The university also established the position of coordinator of K-16 activities.

Year 3

In this year when we had expected to disseminate the results of our efforts, we were still working hard to encourage faculty participation in K-12 school activities. During our summer 1997 project retreat, we all agreed that on each of our campuses, increasing the critical mass of people engaged in K-12 work would increase the demand for new personnel policies recognizing and valuing that work. In fact, we came to agreement on the following statement of purpose for our project: *expanding the array of arenas of K-12 work college faculty do and for which they are rewarded.* We recognized that there is a national political agenda to improve the quality of education in K-12 and to link universities more closely to K-12 in an effort to improve education at all levels. Thus, a major strategy of our project became the development of activities to increase university work with K-12, which in turn would set the stage for changes in faculty promotion and tenure policy and the university rewards system. We have observed that policy changes are difficult unless the need for those policy changes is readily apparent. Especially those who will be governed by the policy must recognize a need for the policy. Hence, we decided that creating the need for policy changes is the best pathway to new policy. Further, we accepted this role for the project participants if we were to reach the early goal of the project. We had recognized that some of the roads we had mapped our journey on were not altogether driveable, and road building was to be part of our task if we wished to arrive at our destination.

Evidence to support this perception was obvious on at least three of the campuses. At

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UTEP, the activity in the schools became broader and deeper. More faculty from a variety of colleges joined the efforts to link the university to the K-12 schools, and existing projects engaged in effective systemic reform. Discussions ensued with the dean of liberal arts and chairpersons about identifying core curricular courses that fit good teaching criteria for recommended enrollment by teacher-education candidates. Summer workshops for twenty-five area high school teachers mobilized diverse social science faculty participation. Brainstorming over grant writing sparked social science faculty working together with education faculty over imaginative activities to connect K-16 partnerships, provide released time, and support nine-month faculty with summer money. Meanwhile, outside funding arrived in summer 1998 to begin an Institute for Community-Based Teaching and Learning. It also was intended to mobilize arts, science, and business faculty to move in the direction of engaged learning outside the university classroom in partnership with community organizations and public schools. Parents, teachers, and principals of the regional Texas Industrial Area Foundation engaged in dialogues with deans and faculty about "mentor-professors" based in their schools. Such activities came to pass in part because UTEP has stable leadership that seeks to respond to community needs.

At Temple, the Institute for the Study of Literature, Literacy, and Culture flourished with the addition of a new faculty member and a staff member with responsibility for coordinating outreach to K-12 schools. In October, the provost gave the department of English a second new tenure-track line as reward for its work in schools. Then, in December, the provost resigned: one of the casualties of his departure was the faculty line considered proof positive of success.

In addition, Temple's dean of liberal arts, who is president of the national association of deans of arts and sciences, has made it the association's top priority to improve relations with colleges of education. She has therefore increased her involvement in discussions of teacher preparation and other related issues on the Temple campus. She has advised project participants about current national developments regarding teacher education.

Formation of a new College of Liberal Arts at Temple — the sciences have been split off — creates an opportunity for the Institute for the Study of Literature, Literacy, and Culture to lead the way in building a closer relationship between Temple and local school districts. In short, the new college structure established in July 1998 creates a leaner operation. It is less established and assured of support; but for that very reason, there is more opportunity for the focus on university work with K-12 schools and teachers to gain a place in the culture of the organization.

The effort to get approval on the personnel policies for the department of Educational Leadership and Policy Studies at Cal State Northridge continued for most of the academic year. After four rewritten versions of the policy proposal, and the same number of presentations to the Faculty Senate's personnel committee, the document was accepted in April. It represents the only new departmental policy document developed and approved under the auspices of the project.

Approval came only after department faculty developed a clear vision of how work with K-12 schools and teachers might be defined as scholarly in nature. With most work falling into the categories of scholarship of application or scholarship of teaching, the work and its documentation would be approached in a scholarly fashion. It would include

- a statement of problem and purpose of the endeavor;
- presentation of existing knowledge, including a review of the relevant literature and of the faculty member's expertise on the topic;
- a methodology for undertaking the work;

- the results of the work; and
- reflection on the significance of the work.

This application of scholarship to a professional experience would produce a set of documentation including explicated artifacts of the work, which could be subjected to review by a panel of professionals qualified to assess the quality and significance of the work. The new personnel policies suggest a broad array of potential reviewers of faculty work. Finally, the policies address the matter of dissemination through a list of alternative venues that might substitute for the usual means faculty use to share their work with the profession and the public. Only when the policies required the standard practices of the university culture — scholarship supported by documentation, judged by peers or relevant others to be worthy, and disseminated to the profession — were they accepted by the personnel committee. Because there were few models for alternative means of meeting the traditional standards, success came slowly on this endeavor.

Two other developments at Northridge moved the agenda of the project forward on that campus. The provost and president made a conscious decision to elevate the importance of the campus's involvement with K-12 schools. In order to heighten visibility of work already under way and to provide support for additional work, they appointed a university coordinator of K-12 outreach. She reports to the provost in this role. The appointee was given responsibility for overseeing all work with K-12 schools, and for developing an inventory of that work and assessing its impact on the campus and on the schools. That the appointee was also the project team coordinator enhanced the influence of the coordinating role and of the project team.

CSUN's Task Force on Faculty Roles and Rewards, identified at the close of the second year, was very active during Year 3. Like the project team, this task force set out to make recommendations for changes in the rewards system on the campus, although it did not share the project team's focus on K-12 work. The task force also found itself to be a bit overly ambitious. Its members soon learned they needed a great deal of education themselves about current thinking on faculty roles and rewards. They thus engaged in a process of reading, discussion, and clarification of values. Wide disparities in perspectives were represented on the committee, and gaining consensus was difficult. Dissatisfaction with a recently implemented merit pay system added to the complexity of the work before the task force.

Nevertheless, the task force can claim several accomplishments. Its own members became much more aware of and articulate about the current issues surrounding faculty roles and rewards. Further, they played an important role in the annual January Faculty Retreat by focusing on this topic. In fact, they took the lead in introducing other faculty to the work of Boyer, Lynton, and Diamond. Upon the committee's final report to the Faculty Senate at the end of the year, the senate indicated its approval of the work done to date and asked that the task force continue in 1998-99. Its responsibility will include widening the dialogue among faculty regarding alternative views of faculty roles and rewards, perhaps through a series of mini-conferences or seminars.

Finally, Northridge engaged in a process to redesign some of the undergraduate courses central to the subject-matter program taken by prospective elementary teachers. More than fifty faculty members — most from the arts and sciences — spent a day visiting an elementary school, followed by a day engaged in dialogue with classroom teachers about their needs in a preparation program and their academic needs now as practicing teachers. This two-day conference led to the formation of faculty teams (at least one arts or science faculty member, one education faculty member, and one elementary teacher required on each team) to rewrite

courses toward the goal of integrating content and pedagogy to meet the needs of prospective teachers. During the summer of 1998, the teams reconsidered their courses, identified content and pedagogy on which they will focus, selected supplementary materials, and planned instructional strategies. They shared their work at midpoint and received feedback from the other teams. After they attempt their new instructional strategies in the fall semester, they will meet again to share their experiences and draw on the reflections of their colleagues.

What We Learned

This project has taught us much about how faculty view their roles in the university, and what they believe deserves recognition in the formal system through which faculty determine tenure, promotion, and merit awards. We have grappled with the personal, professional, and organizational perspectives and politics that always rear their heads when change in organizational culture is suggested. With parallel efforts on four rather different campuses, set in different cultural and organizational contexts, we have reflected on the success of the efforts on each campus and considered the context in which those efforts have been made. The opportunity to place action and context on each of the four campuses against three other sets of action and context has allowed us an unusual opportunity to examine the possible causes for our various levels of effectiveness. Specifically, we have been able to consider the relationship between strategies and organizational context as it relates to outcomes of our efforts. Through this process we have come to a set of understandings about the particular change we set out to create, and perhaps more generally about organizational change in higher education. With respect to some of the principles we set out below, we might be so bold as to suggest that they apply to organizational change writ large.

What is perhaps most striking as we move toward the conclusion of this project and reflect on what we have learned is that little, if any of it, is new. Rather, it is highly consistent with what one reads in the literature on organizational theory and organizational change. What is new is how the process of our change was particularized by its linkage to the content of this specific change. Even though the project team includes persons with years of experience in higher education and even some who are scholars of organizational theory, engagement in this long, arduous, and complex undertaking was essential to the development of our understanding of the change process in complex organizations. It is through the process of applying theoretical knowledge to our particular initiative that we have learned the practice of the change process and have so deepened our theoretical knowledge and our standing for offering suggestions to others.

We would argue that such knowledge tends to take a back seat to the passion of values. That is, we were so committed to the substance of our project that we tended to devalue the theoretical knowledge we held about organizational culture and processes when it would take us off the straight road to what we wanted to accomplish. In our commitment to the outcome we had defined, we mapped the most direct route. Apparently, we envisioned ourselves as birds, able to soar and thus disregard low-lying obstacles. We soon realized that using what we knew about our organizations would get us across the terrain more slowly but more certainly. Our passion for our commitments did not give us powers beyond our existing physical and intellectual capacities. We needed to draw on what we had, and confront and work on the barriers rather than fly over them.

We now are convinced that working on four campuses simultaneously provides solid

ground for the claims we make about the relationship of organizational conditions and project outcomes. We believe testing our efforts in four different organizational contexts and assessing the relationships of those contexts to outcomes allow us to offer those who would follow in our footsteps several suggestions for moving more quickly and effectively than we did. We have tried different routes over different terrains, and we believe our experiences have provided us with the evidence to support the viability of several approaches to reaching a common goal. We feel confident now that we can assess context and identify strategies that are relevant to context and desired outcomes.

What we came to understand most clearly was that we were trying to bring together several very different worlds with conflicting values, different styles of working, and even different languages. Perhaps most problematic and yet most essential to our efforts, we were working at the nexus of their intersection. On the outside we were attempting to link K-12 schooling with higher education by encouraging university faculty and teachers to share work sites and work agendas. Within the university, we were bringing what had traditionally been thought of as the work of colleges and schools of education to the life and work of the entire institution. Even after we recognized where we had situated ourselves in this change effort, we continued, in part, to view the work through our own world lenses. That is, we were of the higher education enterprise, and more particularly a subset that had already internalized the agenda of the project. We were trying to advocate for and explicate the rationale for making K-12 work a part of the faculty role and then a part of the rewards system. The "others" in our work were both our partners and strangers; they were our audience and our fellow educators. The fact that both we and they played multiple roles in the change effort added complexity.

What We Know Now About the Implementation of an Agenda for Change

Over the three years of our work, we have internalized a set of understandings that were first recognitions and then platforms from which we were able to guide our work. We put them forth here in the hope that others might recognize their role in formulating strategies for organizational change. With each of the understandings about organizational change noted below, we include examples of the campus-specific situations through which we came to recognize the truth and value of that understanding.

External events and changes can either set the stage for or get in the way of changes in a university's conceptualization of its faculty roles and rewards system. Many universities operate — as ours do — as public institutions clearly affected by decisions of state legislatures. Legislators respond to public sentiment and to opportunities to initiate definitive actions. This project took place in an era in which *Profscam* (1988, St. Martin's Press) defined attitudes toward higher education. Professors are viewed in that book — and by some segments of the public — as not earning their salaries. The book presents faculty research as invisible at best, and useless at worst, to most of the public. According to conventional wisdom, colleges of education in particular continue to produce teachers who produce increasingly less well educated high school graduates. In some states, legislatures took action to change this picture.

In Colorado, legislative action to require a review, rethinking, and redesign of faculty rewards systems created a context in which faculty had to engage in such work. They either had to provide a proposal for a new system or someone from the outside would do it for them. Thus, the coincidental commitment of external institutions to the agenda of this project had a significant impact on the progress of the project agenda on one particular campus.

In California, legislative action addressed the elementary teacher shortage by providing funding for school districts to reduce K-3 class size to twenty students per teacher. More than a year later, the legislature also appropriated additional funds to the California State University system, which produces approximately 60 percent of the state's new teachers. Those funds were to be used primarily for additional faculty positions related to the production of credentialed teachers. The funds, however, were also intended to address the development of university-school partnerships. On the Northridge campus, about $50,000 was directed to support of undergraduate and teacher-education faculty working with classroom teachers to redesign undergraduate subject-matter courses addressing the needs of prospective teachers. We expect that faculty engagement and commitment will result in increased interest in personnel policies honoring this work through the faculty rewards system.

In Texas, the legislature established a very strong accountability system for the public schools through the implementation of statewide achievement tests for students in K-12. While districts and schools had a great deal of flexibility in meeting the standards, they were held accountable for doing so. This legislative action sent a strong message to both K-12 and higher education that teachers had to be able to teach their students to high standards. Both institutions quickly grew interested in educational reform and began to work together to accomplish the outcomes set before them by the legislature.

The increased use of high-stakes testing as a means of assessing and reporting on performance — of teachers, of K-12 students, and of entrants into colleges and universities — gets the attention of everyone. The level of media attention paid to the issues of low scores — too many teachers not getting licensed, kids scoring lower than those in other communities, freshmen scoring lower than necessary for placement in credit-bearing undergraduate courses — makes it virtually impossible to ignore the topic. And the public nature of the information makes it fair game for legislators and others with political aspirations.

Another kind of external influence affected the direction of change at UTEP. At this institution, key educational leaders decided to affiliate with John Goodlad's National Network for Educational Renewal. This affiliation took the form of the creation of a reform network seminar. The seminar included faculty and administrators from across the colleges and from public schools. They met regularly to talk about reform issues related to the K-12 schools and to the relationships between K-12 and university levels of the educational system. Members also participated in the national activities of the Network. Through this affiliation, a commitment to work with K-12 schools and teachers grew among the participants and became a way of life for them.

UTEP's move into much greater involvement in K-12 education and to recognition of work with K-12 as a responsibility of faculty in the academic disciplines arose in part out of the presence of external funding that supported such work. President Diana Natalicio headed a leadership team to create a vision that funding agencies found compelling. The institution received significant funds from the National Science Foundation to support the integration of content and pedagogy. The subject-matter departments hired new faculty who were educators. These NSF funds also facilitated the development of broad and active partnerships with the local school districts that engaged faculty in work in the schools. The funding allowed work with K-12 schools to take a central and visible place in the agenda of the entire university.

Whether external pressure comes from the legislature, a school district partner, or a funding source, the willpower and interest of another is a significant force in bringing about change.

The level of commitment and involvement of institutional leadership to the effort makes a difference in the extent and pace of change. USC and UTEP both have upper-level adminis-

tration with histories of deep commitment to the purposes of this project and more importantly to K-16 collaboration. They have spoken broadly to the issue; set the agenda for the campus, far beyond the efforts of this funded project; and have facilitated structures for the work to move forward. At USC, much of the leadership came from both of the presidents who were in office during the project's term. The institutional leadership there has pushed for policy change and has created a governance structure through which that change must occur on the campus. At UTEP, the president was deeply committed to improving the quality of life in the community through education. Teacher education was her venue for including the university in the life of the community.

Moreover, the deans of education and the sciences were active leaders in the institutions' efforts to increase faculty participation in K-12 work and to change the personnel policies.

At CSUN, the president's early involvement with the American Association for Higher Education and its higher education/K-12 work was complemented by the appointment of a coordinator of all K-16 collaboration on the campus. By the third year of the project, an assessment of the provost's points of emphasis in her regular meetings with campus deans revealed a clear institutional priority on teacher education. The campus leadership recognized the need to make faculty work with K-12 schools more valued and more central if the university were to act in accordance with its stated mission and priorities.

At Temple, the resignation of the provost in December 1997 temporarily slowed the movement of the project. A hiring freeze prevented the English department from filling the new position created to support the Institute for the Study of Literature, Literacy, and Culture and other project-related work. Appointment of a new and supportive acting provost and continuing relationships with the vice-provost for undergraduate studies, however, have kept the project activities alive on the campus.

The project at Temple is now wholly dedicated to building exemplary collaborative activities in the department of English. Like the provost, the dean of the College of Arts and Sciences — now the College of Liberal Arts — has increasingly supported the work of the project.

Existing relationships among external and internal partners facilitate the start-up of the change. In this case, already-established partnerships between K-12 and university groups and with the community facilitate addressing the prospects of internal change in the university. If a university has to build a relationship with a collaborative partner, then it will have to spend time simply on the development, both organizationally and interpersonally, of that relationship.

Our campuses demonstrated significant differences in this aspect. Southern Colorado and the University of Texas at El Paso were deeply engaged in existing partnerships. Both had been initial members of the K-16 Compacts created under the auspices of The Education Trust. Southern Colorado, as we mentioned before, was formally linked to the school district in which it resided; the district associate superintendent was also its dean of education. Its Compact further included community agencies such as the chambers of commerce. In El Paso, the university was closely linked to the local schools and to the consortium formed to provide professional development for local teachers. Shared commitments to the importance of the linkage between schools and university were evident, and they permeated the work of the leadership of both organizations.

Temple and Cal State Northridge serve as a point of contrast on this matter. While each of these campuses engaged in a variety of projects with K-12 schools, there were no systemic and bounded partnerships. The beginning of this project occurred at the same time that insti-

tutional leaders were just beginning to give priority to the development of such relationships and to working with faculty and other campus leaders regarding a university's place in the continuum of educational systems. At these institutions, efforts had to be directed outward to the creation of new relationships. This phenomenon usually produces efforts at the same time directed inward to maintain the status quo so that the organization we have always known will not be lost. In defending the existing organization so that one can define one's organization in the new relationship, there is little likelihood that internal processes will be held up to scrutiny for change at the beginning of this process. Thus, addressing the agenda of the project — changes in policies regarding faculty rewards — is put aside in favor of the development of the new perceptions of faculty work.

Parks's description of the efforts to form the Institute for the Study of Literature, Literacy, and Culture at Temple is a perfect example of this phenomenon. Because faculty at Temple wanted to recognize their institution in whatever form would emerge as a partnership organization, they insisted on maintaining personnel policies as they had known them and in the language they knew. On the other hand, institutions that already have existing relationships with K-12 organizations — Southern Colorado's shared governance of the university and school district, for instance — can turn more quickly to a review of policies rewarding an active participation in shared work. These two campuses illustrate the impact of a systemic collaboration between educational organizations. Where such a relationship exists, changes in work and policy are more likely to be simultaneous than on those campuses where only a small unit or several individuals undertake a changed relationship.

This concern about the format of new relationships was played out in a more specific way at Northridge. Even in the process of proposing new personnel policies including alternative forms of scholarship and alternative types of reviewers, faculty were reluctant to allow strangers into the process. They might trust scholars from other institutions to review articles submitted for publication and determine whether those articles met standards that might be quite ill defined. However, they were not at all certain that a panel of school superintendents might be able to assess the quality of a new teacher-evaluation tool developed and tested by a university faculty member for use by superintendents. Or that a panel of high school biology teachers could assess the quality of a university professor's text written for high school biology classes. Perhaps this seemed too much like allowing females onto the football team and changing the definition of a touchdown all at one time.

An institution's view of itself with respect to the community in which it lives also appears to make a difference in the degree to which faculty recognize the work of the community as their work. It seems that institutions with significant community roles are more likely to see the work of the K-12 schools as their work. Universities that are more integrated into the community take on the challenges, responsibilities, problems, and issues of the community as their own; view community development as their responsibility; and find it easier to accept faculty work in K-12 schools as one of many faculty roles. Once the institution accepts any particular kind of work as its work, then it rewards that work.

Among our participating campuses, Southern Colorado and UTEP appear to be the most grounded in their communities. Both are members of Community Compacts, created by virtue of agreements among community agencies that they would work as community partners to improve the quality of education in the community. They were funded as Compacts after agencies in the community came together to build a plan and a commitment to improved school-

ing. The funding mechanism for the Compacts served to bind the partners and to ensure that they engaged in collaborative community and educational development.

Southern Colorado is, as we have said before, organizationally, structurally, and legally linked to the school district in which it sits. In some sense, this removes the need to bring partners together: They *are* together as members of one organization. The Compact in Pueblo also includes as members two chambers of commerce — the Pueblo and the Latino. This formal linkage of business and education partners brought the schools into the community and the community into the schools in a very real and functional way.

UTEP's community engagement is inspired by the very nature of the community in which it exists. As a community of recent immigrants from Mexico, much of El Paso's population is focused on creating a better life, and formal education is one of the ingredients of that life. While existence and survival are hard there, a spirit of hope and supportiveness drives the community toward the future. Education is *of* the future, *for* the future. Preparation of teachers at UTEP is based on three related premises: there is a future that is an improvement over the past; learning will make that future better; and the construction of new knowledge will provide a legacy for the younger generation. The pervasiveness of this culture captures UTEP as well as the community and provides a rationale for teacher education being a primary responsibility and agenda for the university. This attitude sweeps the faculty from across the disciplines into its flow, and the critical mass of believers in the centrality of K-12 to the mission of the university arises.

Temple is situated in the midst of North Philadelphia, where significant community organizing has occurred. Yet Temple has maintained its sense of itself as an institution with a national draw, and one whose primary interest was in traditionally defined research. This self-image existed in spite of the large local undergraduate population and the fact that the teachers who sent the local students to Temple were themselves likely to be graduates of Temple. The lack of interaction among faculty from the disciplines, education faculty, and classroom teachers is certainly related to the lack of shared language Parks described earlier. When the community population is added to the mix, the number of unshared languages only multiplies. This lack of shared commitments among those who work and live in North Philadelphia is illustrative of the university's spiritual and functional isolation from its surroundings. And this isolation is paralleled by the difficulties in finding a route to the inclusion of K-12 work in the faculty-controlled language of Temple's personnel policies.

Cal State Northridge occupies a location in the northwest corner of the immense sprawl of development that is Los Angeles, a city described by some as a collection of communities. Those same people might describe the San Fernando Valley in the same way — as a collection of communities. The university is situated in Northridge, in approximately the middle of the San Fernando Valley. While names are put to the locations, the locations are just that. Neither the San Fernando Valley nor Los Angeles is a community. The university campus is not an integrated part of a community. In fact, it struggles to be even a campus community. It is a commuter campus, with its students driving to classes each day. Even its faculty drive in from a broad spectrum of Los Angeles locations. Few faculty or students view the campus as the center of their social and personal lives. Thus, for faculty to perceive themselves to be connected to their community and responsible for what occurs there requires a significant stretch of the imagination. Because being a part of a community is so difficult for CSU Northridge in its geocultural context, the agenda of this project requires a long leap from traditional practice. The institution's lack of an intense and personalized relationship with its community leads the

faculty to question the rationale for making work in the community so central to the daily role of faculty that such work would be valued in CSUN's faculty rewards system.

An already existing predisposition to span boundaries makes the change we are addressing much easier. In El Paso, for example, where the matter of the "boundary" is ever-present and must be crossed (or respected) on a daily basis, crossing or working across the boundaries between levels of education and between disciplines is much easier. Gone is the struggle to have the courage to put one's toe into someone else's territory. People in El Paso have practice in learning about, experiencing, and working with partners' somewhat different cultures. They have become accustomed to valuing the differences and working in the context of the commonalties. Because they coexist and must find means of living together in ways that are more rather than less comfortable, they have stopped talking about the problems of cultural differences, and have developed the necessary strategies to integrate and share their lives.

We can see other examples of boundary crossings on our campuses. Perhaps the boundaries are more figurative than the line between Mexico and the United States, but they are nonetheless noticeable lines of demarcation. Southern Colorado crossed a sacred boundary regarding organizational leadership when it and its partner school district designated one person to serve simultaneously as associate superintendent in the district and dean of education at the university. This provides an example of shared governance, shared employment, and recognition that expertise crosses both organizations. It is more likely that this sharing of a person in two roles, and thus the melding of those roles, might happen between a college of education and a K-12 school or district, rather than some other part of the university and a K-12 educational organization. Nevertheless, it does set the stage for consideration of shared work being equally valuable to both organizations and therefore worthy of a place in the rewards system of each.

Northridge made a significant "crossing" in the third year of the project when thirty arts and sciences faculty spent a day in an elementary school observing classes and talking with teachers and the principal. They followed their visit with another day with teachers who participated in a discussion of appropriate undergraduate content preparation for elementary teachers. Its most significant linking across the boundary between higher education and K-12 education was the inclusion of ten elementary teachers on committees to redesign undergraduate subject-matter courses at the university.

At Temple, faculty noted the difficulty in learning to talk the talk that described the concerns of the K-12 schools. Mader (1997) and Parks (1997) both noted that only when university faculty began to talk the language of the secondary school teachers they worked with were faculty able to actually think about shared issues and do work with the secondary teachers.

On each of the campuses, it seems that in the act of spanning long-established boundaries, faculty members experience what a couple of Mark Twain's characters did on a journey in a hot air balloon. As Twain's characters traveled from a familiar territory to one they had only seen on a map, they noted, with great surprise, that the new territory didn't appear from the air to be pink like it was on the map. They were astounded that the new territory was relatively undistinguished from the one they knew so well. Our academic boundary crossers can indeed struggle more with the concept of crossing than the actual practice of it, once they find themselves in the new land.

The extent to which the university mission recognizes a commitment to collaboration with the public schools, both in writing and in action, affects the degree of emphasis in the rewards system on this kind of work. The recency of the mission's emphasis on K-12 collaboration also

has an impact. Some institutions have long valued faculty work with K-12 — UTEP, for example. They may find changes in the rewards system more acceptable than will institutions struggling to operationalize a new mission statement that asserts K-16 collaboration but doesn't yet have in place a system for supporting such work. UTEP, on the one hand, and CSUN and Temple, on the other, illustrate the differences in longevity of such a mission. CSUN added a priority on collaboration with K-12 schools to its mission in 1996-97; Temple did not specify K-12 work in its mission statements, but it raised the status of such work through budget allocations and appointments. Temple's and CSUN's efforts to change the reward systems exemplify the procedural differences in changing policy language from those used at UTEP.

The organizational and governance structure of the university can also have an effect on the likelihood of the implementation of policy change. The centralization of USC contrasts with the decentralization of Temple and CSUN; the latter two both have strong faculty governance systems and unions, and locate little centralized power to make curricular and personnel changes in the hands of upper-level administration.

Here the size of the institution can play an important role, as well. The smaller institutions simply might be easier to reorient and systematize. A task force given a charge by a central administrator in a small institution might feel more connected to that administrator; it might therefore be more likely to accept the direction regarding the task because there is less separation of administration and faculty camps and more integration into the only small community there is. In contrast, a university with a history of taking every proposal (on any subject) through a series of committees and task forces and several rounds of consideration before the Faculty Senate is not going to implement this project's agenda in a year or two.

Changes on the campuses during the course of the project have illustrated the importance of a centralized focus on faculty linkage to K-12 schools and teachers. At UTEP, the growing collaboration between the dean of education and the dean of science facilitated conversations across the campus and with K-12 teachers and science faculty that might not have happened otherwise. Through the Goodlad institutes, commitments spread to include the deans of liberal arts and engineering, as well. At Cal State Northridge, the appointment during the third year of the project of a coordinator of K-12 outreach heightened that university's focus on and commitment to K-12 collaboration. At Temple, the founding of the Institute for the Study of Literature, Literacy, and Culture, the location of the project director in the Provost's Office, and the appointment of a coordinator of K-12 collaboration all increased campus attention to the kind of work the project addressed.

The preexisting status of interdisciplinary work on the campus also affects the likelihood of faculty reaching across boundaries to the K-12 schools; perhaps even more significant, it also affects the tendencies of the faculty to link the disciplines and education in ways that are essential to the substantive reform of teacher education. Perhaps UTEP best illustrates a campus where faculty worked together across disciplines before this project was ever born. Thus, one more need to integrate programs did not result in the making of strange bedfellows, but rather the new need created a rich mix of new possibilities. The campus that has difficulty addressing other potential disciplinary issues would find the linkage across levels of education and simultaneously across colleges to be even more difficult.

For example, CSUN has been attempting during the course of this project to reform its general-education program. Subsequently, it has made little progress in reforming its Liberal Studies program, the interdisciplinary undergraduate preparation for prospective elementary

teachers. A culture of difficulty in addressing changes to its own system suggests a campus is unlikely to make voluntary internal change through collaboration with another level of the educational system.

At Temple, a tradition of interdisciplinary work in the humanities has aided the project to some degree. Certainly the cooperation among faculty from the English, History, and Classics departments was based on a history of such cooperation. On the other hand, these faculty and the faculty in the College of Education have little history of joint work. The project has created a forum for open discussions between these two sets of faculty and has instigated new efforts to create a working relationship directed toward the improvement of teacher-preparation programs on the campus.

Access to financial resources that can boost the agenda of the project makes a significant difference. UTEP's National Science Foundation grant facilitated the hiring of science educators in the College of Science and brought credibility to the study and teaching of pedagogy. It was instrumental in linking the study of the disciplines to the study of teaching and learning. It provided the support for making teacher education a university-wide concern and responsibility.

Similarly, resources given to individuals or departments as a reward for excellence in collaboration with K-12 can facilitate similar work. At the same time, we note that diverting money to this purpose in the absence of policy supporting such action can have ramifications that in the long run do not advance the project agenda. At Temple, departments that were particularly active collaborators with K-12 schools have been rewarded for their work. At CSUN, several faculty members who worked actively on K-12 educational agendas received substantial rewards in the merit salary program. At both of these institutions, the absence of either policy or articulation of the rationale for the rewards to individuals or departments was cause for dissatisfaction in the faculty ranks. In essence, faculty who were unfamiliar with the work, who did not see a policy in place explicitly advocating such an award, or who did not hear an articulated rationale for the award voiced their objections to the reward itself and to the idea that K-12 collaboration should generate one.

Use of financial rewards to support departmental efforts with K-12 partners can lead to more-significant results than does rewarding individuals for their singular efforts. The project initially addressed the establishment of policy on the recognition of merit for a type of individual accomplishment and therefore was potentially a part of a broadly applied policy. The initial FIPSE proposal specified guidelines for tenure, promotion, or categories of placement in the annual raise pool as targets for change. The consideration of group rewards is related to the discretionary powers of individual deans or other unit administrators who wish to recognize the work of a subunit.

Two campuses in the project provide the clearest examples of this observation. At Temple, the decisions to fund the Institute for the Study of Literature, Literacy, and Culture and, after less than a year, to provide the funds for a full-time faculty position are prime examples of recognition of the value of an intention and a reward for effort and impact. In this case, the English department benefitted from the efforts of faculty in the department. At Cal State Northridge, the decision to spend $40,000 to fund collaborative course redesign in the Liberal Studies program comes in the form of stipends to about forty faculty engaged in the work. But symbolically, it is recognition and reward for the College of Humanities's Liberal Studies program and the College of Education for their willingness to engage with elementary teachers.

These examples have implications for the development of policy on faculty roles and

rewards because they take the agenda beyond the redesign of promotion and tenure policies to the establishment of rewards systems that speak to the work of groups. This concept of rewards moves beyond the use of funds to augment existing salaried positions and enters into another sector of managerial territory. It allows the creation of new positions, the movement of positions from one place to another within the university, the creation of new roles for existing faculty, and even the hiring of nontraditional persons for faculty positions.

The capacity of institutional leaders to take strategic action to put people into place to advance the agenda of K-16 collaboration has a significant impact on getting the work of the project done. On some campuses, the president or provost is able to appoint persons to head a task force and to support their actions. Or the administrators can give resources to a unit to hire persons who cross the boundaries between an education school and the disciplines, or between K-12 and 13-16. On other campuses, other persons — deans, coordinators of K-12 collaboration — have the authority to take action that affects the extent of implementation of the agenda. Other campuses, however, must depend on a faculty committee to take work on as a service assignment on top of its full workload.

Two factors are at work here. One is the ability of a campus leader to envision a strategy for bringing change to the policies this project addresses, and to mobilize the resources to do so. The other factor is the significance of the leader's ability to make work with K-12 schools not just one kind of service that faculty might provide but a recognized part of the faculty role in the university community. On those campuses where work with K-12 schools and teachers is recognized through the assignment of faculty time, then the chances of such work taking the place of part or all of a teaching load and/or its being conceptualized as scholarly and documented and disseminated as such are significantly greater.

The project campuses exemplify the importance of the capacity for strategic action in several ways. The earlier documentation of language in the UTEP university-wide personnel policies is evidence of this premise. The decision to hire persons with a strong commitment to K-12 collaboration is another example of such strategic action. Having hired deans with such leanings already, UTEP's hiring of science educators, for example, was not far behind. The provost at Cal State Northridge assigned management of funds for K-12 collaboration to the K-12 coordinator rather than to the college dean who might normally have been given the responsibility. This strategic action provided the necessary opening for a change in the level of collaboration among colleges and between K-12 teachers and university faculty. Temple's hiring of a faculty member for its Institute for the Study of Literature, Literacy, and Culture with specific responsibility for working in K-12 outreach ensured the existence of this kind of work as a central part of a regular full-time faculty member's role. University and district leadership in Pueblo specified that the deputy superintendent/education dean would in fact divide her professional time evenly between the two organizations, working in both and relating the work of one to the work of the other. This strategic action sent a clear message to both communities that the work of each was related to and balanced with the other.

Faculty comfort with the promotion and tenure process on the campus at the time that this project is initiated affects the level of receptivity to the project. CSUN's recent increase in standards for tenure and promotion had the faculty already wary of new expectations for performance. That the faculty would do more work, in uncharted territory, and be judged on their efforts and outcomes, was not welcome news. At UTEP, education renewal efforts were consistent with the provost's shift toward valuing and recognizing teaching as much as research.

UTEP's focus on teaching might in fact go a long way toward making work with K-12 schools acceptable there because the focus reduces the differences in the two cultures.

At Temple, the English faculty seriously discussed possible changes in tenure and promotion policies. At present, K-12 activity is acceptable although not encouraged in the service leg of the traditional performance triad considered in promotion cases, but the department has excluded such activity from the more highly valued teaching and research categories. To change this situation, K-16 supporters will need to build a body of evidence: testimony and documentation of teaching effectiveness in K-12 settings, reflective essays, and scholarly work to meet the criteria of the research area.

The makeup of the faculty team on each campus appears to be related to the extent of the changes on that campus. Factors here were the number of people involved on the project team (was it an ongoing team or a single-person activity?) and perhaps even the status of those person(s) on the campus. The engagement of the team members themselves in K-12 work seemed to play a role in making changes. Even the breadth of disciplines — and the particular disciplines themselves — represented on the team influenced the extent of the policy changes. Participation from well-regarded scholars on several campuses gave credibility to project efforts.

Messages that new members of a culture receive about the norms of that culture reveal a great deal about the chances a particular cause has for acceptance. What new faculty hear regarding participation in work with K-12 teachers and schools is an important indicator of how open a campus is to changes in personnel policies that would support rewards for such work. Some faculty learn immediately upon their arrival on a campus that collaboration with the schools is a way of life there, a common part of the faculty role. They learn that achieving a long-term relationship with the campus requires that they find a home for themselves in some kind of K-16 collaboration, whether it is an individual effort or one that includes a larger group.

On other campuses, new faculty are coached to understand that demonstrating their scholarly capacity through the traditional publication route must be their first priority. They hear that work with the schools in the early years in fact would put their likelihood for tenure in jeopardy. Rather, they are told, work with the schools should be reserved for faculty members who have already earned their tenure status and professor rank. This difference between campus messages is reflected in faculty involvement with the schools and in the willingness of the faculty to consider the need for policy changes to recognize the centrality of K-12 work by rewarding faculty for it.

The agenda of the project moves forward most dramatically when both formal and informal leadership systems on a campus prize and support the agenda. The change seems to benefit from a push by committed faculty who use their personal power and their power of expertise to influence their peers in the direction of the project's goals. In many cases, such faculty are highly experienced and tenured full professors who have influence in their departments and on the campus. They have the capacity to bring others into their work with the schools, to influence the selection of new faculty with a predisposition toward K-12 work, and they participate in faculty governance affecting the status of K-12 work in the faculty rewards system.

Change occurs more quickly if a campus has the benefit of persons in formal leadership positions who favor the agenda and use both their position power and their charismatic power to inspire and energize a variety of constituents to incorporate K-12 work into the institutional

culture. A campus with persons who favor the project agenda in both formal and informal leadership positions appears to move even faster.

We concluded about this particular change — if it is to happen and be accepted by the faculty — that the support for the program must at once come up from the grass roots and down from the top. Simultaneous leadership and engagement clearly is more effective than either top-down direction alone or grass-roots work without support for the agenda from the institutional leadership.

UTEP provides the strongest example of a campus with extensive leadership — both formal and informal — committed to K-12 work as a central part of campus culture. The coincidental existence of strong collaborative arrangements with school district partners, several study groups on the campus, a charismatic and highly committed dean of education, other college deans who worked actively on the agenda, and an actively engaged and broadly dispersed faculty all contributed to the progress made on this campus. Specifically, a critical mass of senior faculty prioritized education in the faculty-recruitment process. For example, in the Political Science department at UTEP, faculty recruited an urban education specialist. And the dean of education invited two senior arts and sciences faculty to participate in the search for a new Education department chair.

Our Recommendations for Other Institutions

We have attempted on our own campuses to effect inclusion of K-12 work in the mainstream of their faculty roles and rewards systems, both as described in policy and as enacted in the daily lives of their faculties. These attempts lead us to offer several suggestions to others who might undertake a similar journey.

We believe that we now have strategies to help others advance the agenda at their institutions more quickly than we have done at ours. At the same time, we offer words of caution: Faculty concepts of their work are deeply situated in their academic mindsets and are not easily changed. Including K-12 work in the faculty roles and rewards system is not a fast-track change in academic governance and policy. Our suggestions follow.

- Consider the barriers to change that you identify at your institution to be elements of your plan to change. The barriers are neither something to be avoided nor something to be ignored. Making the barriers to change part of your strategy to move toward a changed state might require your keeping company you wouldn't ordinarily, but it is likely to pay off. Inclusion turns barriers from roadblocks to solutions.
- Don't be so eager to accomplish your goals that you blind yourself to finding an effective order in which to address the many pieces of the change process. In other words, do first things first. Identify those small tasks that will make a big difference if they are either completed or ignored. Identify those moves that will result in other pieces falling into place. Identify the big pieces that will include other pieces under their umbrellas when they move toward the goal. For this project, we know that building the relationships between K-12 educators and higher education, getting faculty involved in K-12 work, and making K-12 work the priority of units rather than individuals all create the need for a new policy on rewards for such work.
- Take advantage of other causes, priorities, and agendas on campus if they are hospitable to your cause. Be alert to external events that can support your change effort. Rather than

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considering external events as distractions because they are only marginally related to your efforts, consider how you can draw on their forces to boost, highlight, or create a demand for your change agenda. Our project took advantage of the demand for more teachers, publicity about the quality of teacher preparation, legislative concerns about faculty work, community groups that had already created collaboratives, and the agendas of various funders to move our agenda forward. In one case, we tied our change in rewards policy to a major overhaul of campus personnel policy. In another, that the campus was engaged in Goodlad's National Network for Educational Renewal created a context that made the change in rewards policy a natural outcome.

- Include people who have various kinds of influence within the organization as leaders in your change effort. While it goes without saying that we typically ensure that we staff campus projects with persons with formal leadership power (position power), we must also attend to the fact that other types of power are often more effective in bringing about change. Faculty are responsive to expertise, so including people who have power because they are highly regarded for their expertise is likely to pay off. Never underestimate the effect of personal power — the ability of individuals to influence others through informal relationships and the strength of their personalities. Organizational change requires attention to the governance structure of the institution, but even more so it depends on the goodwill and trust of people to follow a leader in a new direction.

Reports on the Activities at Each of the Participating Institutions

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

TEMPLE UNIVERSITY

UNIVERSITY OF SOUTHERN COLORADO

UNIVERSITY OF TEXAS AT EL PASO

FIPSE Afield: The Northridge Experience

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Confident that the premise underlying the FIPSE grant was fundamentally true — that "universities and K–12 systems achieve their best results when they are most open to mutual influence," CSU Northridge joined the collaboration of the four campuses represented in this monograph, describing themselves as "diverse and widely separated institutions." As the work was envisioned, we would collectively set our goals, and proceed on our respective campuses to present and implement them. Our meetings during the period provided for under the grant would involve exchanges related to our campus-specific experiences and the documenting of our successful movement toward what seemed to be rational goals: prominent among them rewarding the work faculty were doing that activated and enriched the "mutual influence" and exchange connecting the university with K–12.

As the discussions in this volume detail, the unfolding of our work proceeded in ways we had not foreseen. We could not just begin establishing and implementing steps toward achieving what seemed to be a rational set of goals. We discovered collectively that part of our work would involve defining what turned out to be institutional — if subtle — barriers to the very work we were developing ways to recognize and reward. And then we had to develop strategies to overcome these barriers. Both of these steps would, of course, precede providing for any recognition, validation, or rewards for the work. The Northridge story is consistent with many of the features we see in the other stories, but a number of experiences are reflective of its particular character.

Among the largest of twenty-three campuses in the California State University system, Northridge is situated in the geographic area referred to as the San Fernando Valley, approaching the northwest corner of the Rorschach that is Los Angeles. Neither faculty nor students are generally residents of either the campus or any sort of nearby community: Northridge is a commuter campus, a condition that affects the nature of "community," challenging both traditional definitions and known strategies even for constructing communities, much less connecting them. On the other hand, the campus has some characteristics that tie it in very important ways to communities that our work addresses or should address. Liberal Studies, the undergraduate interdisciplinary major accredited to prepare students who will teach in K–8 settings, is the third-largest major on the campus, behind only Business/Management and General Psychology. Equally substantially populated are the majors designed to prepare students to teach "single subjects" in grades 9–12. We are engaged in the preparation of a very significant number of teachers, who are already needed in the schools.

Reflective of the diversity of Los Angeles, our students represent a number of ethnicities. Most prominently represented are Latino and Latina students, reflecting the population of the schools in the communities that surround our campus. Also significant is the observation that the schools constituting most of the connections and partnerships we have at Northridge are

part of the Los Angeles Unified School District, notoriously the second-largest school district in the country.

In the spring of 1996, the Northridge group, under the leadership of Dr. Crystal Gips, associate dean in the College of Education, came together.

A preliminary plan for the Northridge cohort included two faculty from Math, two faculty from English (Dr. Pamela Bourgeois and myself), and two faculty from the College of Education (Drs. Jan Fish and Elliot Mininberg). Seriously divided about its approach to mathematics curriculum and standards, Math was unable to provide two faculty who could work with this group developing a set of shared assumptions and goals. Instead, Dr. Stephen Oppenheimer, a biologist who has worked extensively with K-12 teachers and students, joined the team. This barrier in the Math department was, in part, traceable to some members' suspicion of the perceived roles of "educationists" in preparing teachers and working with curriculum. It highlighted the need for the sort of work the FIPSE grant would support, as well as some of the areas in which it might have an effect.

Other small, but revealing, vignettes contributed to this highlighting. Early in the fall of 1996, as views of discipline-specific work in K-12 were being discussed, a colleague noted that he would never counsel a junior faculty member to focus his or her efforts on K-12 work. This was not the sort of pursuit, he explained, that would help a junior faculty member secure tenure or earn promotion.

It was vaguely ironic that as this conversation was taking place in a meeting on campus, elsewhere, in the English department, a position was being crafted for a new faculty search. And that position had at its center the role of enhancing, coordinating, and developing the department's major for students preparing to teach high school English. So, in a clear way, an invitation was being extended to a new faculty member to focus precisely on the sort of work about which the colleague described above had reservations.

But such experiences were not restricted to Northridge. In November 1996, during the discussion following our presentation at the Seventh AAHE Conference on School/College Collaboration [now an event of The Education Trust], someone questioned the entire thrust of our endeavor, noting the general preference for discussing issues — field-related, curricular, and otherwise — with university faculty, especially those who've published, over talking with teachers, who were, after all, teachers.

These and other exchanges served for us as prolegomena to the work. They reminded us we were addressing "A Higher Ed Tough One," the "tough one" being integrating work in the K-12 sector into the valued categories that are part of the measure of higher education faculty productivity/success. The vignettes come to mind, particularly in relation to their rough dates, as we begin to reflect on the chronology of our work. The vision of the FIPSE project presented to us at the outset directed us to begin building new models for faculty roles and rewards during the project's second year. But it was only as we approached the second year that we began even to discover and ask the questions hidden beneath the goals of the FIPSE proposal. No one was ready to build models. Yet.

The first sets of questions led us to survey. We wanted to know what our institutions and colleagues thought about K-12 work. We began with departments. The survey examined the personnel procedures for faculty in the retention, tenure, and promotion process, and it found that out of all the tenure-granting departments on the CSU Northridge campus, only two made any explicit mention of K-12 work. Neither of the departments was in the College of Education, and in neither case was the work mentioned in the "scholarship" module of the

contemporary academic trivium of scholarship, teaching, and service. In fact, both departments placed this activity in the last module: service.

Faculty surveying was difficult. Not least among the difficulties was the design of some sort of instrument that would at once discover the extent to which faculty were involved in work that included or focused on K-12, the nature of the work, and faculty perceptions of their own such work or the work in general. Discussing the very design of such an instrument in important ways led the Northridge cohort to see our own work more clearly. It led the FIPSE group together to begin seeing that some of the work we were confronting and the results we sought would involve difficult enterprises: defining barriers and crossing borders of all sorts and trying to redefine the categories that these borders set apart, as well as developing strategies for lowering the barriers. Added to — or, more accurately, at the base of — the higher ed tough one, this was a clear *human* tough one: closely examining the interaction of conceptual structures (how we view our institutions and our very work, in this case) and language (how we name what we do, and what the implications or consequences of such names might be).

At Northridge, we abandoned the formal faculty survey for those moments, and proceeded with some "water testing" in particular departments. With the goal of having the departments initiate changes in personnel policies, making them more favorable toward recognizing faculty work with K-12 schools and teachers, we began with discussions of such work in the context of the trivium. Our initial work startled us even beyond our suspicions. Colleagues outside our team's redefined borders seemed themselves barricaded. The issues that we sought to discuss were argued to be nonissues: "Of course K-12 work was important" — no one disagreed that it was; "service," it was explained to us, "had always been an important part of a faculty member's portfolio." Alternatively, there was discussion of career profiles: "Senior faculty," it was suggested, "might be ready to enter into projects involving the schools; their more 'scholarly' pursuits having been 'completed,' they were ready for other pursuits."

A fundamental set of issues already suggested in the results of the departmental survey repeated itself to us more clearly: Scholarship is a fundamental — perhaps *the* fundamental — stone in the foundation of how faculty perceive their (our?) work, and certain kinds of work are perceived to involve scholarship, while others are not. K-12 work is in this latter category. Such perceptions were clearly related to a narrow definition of scholarship, we agreed. So, we proceeded to engage the work of Ernest Boyer, Gene Rice, Ernest Lynton, and other investigators in redefining and assessing scholarship.

We began to present these issues to various leadership groups on campus, including the Executive Committee of the Faculty Senate and the Council of Chairs. The campus, still recovering from the physical upheaval of the 1994 earthquake, was entering the rapids of change. Attempts to change our package of coursework in fundamental ways were under way; unsuccessful, as it turns out. And the work toward changing our Liberal Studies undergraduate major, also begun during this period, is still in progress. Our campus was also involved in developing its mission statement, and in creating strategies for moving in directions consistent with the mission. While none of these projects is directly related to the Northridge FIPSE grant work, their initiation, the questions they raised (and are still raising), and the difficulties they engendered are relevant to the FIPSE work, as they are reflective of the processes of change on our campus. Combinations of inertia (not unrelated to sheer workload — another issue), suspicion, and judicious concern (not all change is good, of course) must themselves be among the cornerstones of barriers to change.

It was in this context that the department of Educational Leadership and Policy Studies

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(ELPS), under the direction of Dr. Elliot Mininberg, began to develop and author new personnel policies for the retention, tenure, and promotion process. The opportunity for such development was fortuitous, the department, as a result of a merger, being without such policies. Presented first in the academic year of 1996-97, the draft reflected that the department was reexamining both the institution's definition of "scholarship" and the traditional avenues of documenting defined scholarship. It was only in the spring of 1998 that the personnel policies were approved by the university personnel committee. Reports of the discussion surrounding their approval indicated that many of the questions raised revealed very strong positions held by faculty about the value of certain definitions of "research" and about the nature of work deserving of institutional respect. And finally, even the approval of these policies came with the observation that ELPS did, after all, reside in the College of Education. Therefore, personnel committee members warned, other departments outside of this college should consider carefully any attempts they might make to reconceive their own policies in similar directions.

Even as this warning was leveled, however, discussions that could lead precisely to such redefinition were beginning. CSU Northridge colleges began their own strategic planning work late in the summer of 1997, a process that continues. In the fall of 1997, the Faculty Senate created a task force to look directly at the issue of faculty roles and rewards, and the 1998 Faculty Retreat was designed around the theme of faculty roles and rewards, with AAHE's Gene Rice as a keynote speaker. Both of these enterprises reflect the work of the FIPSE cohort: Our members are on the task force and were part of the retreat planning committee, where there was also a workshop discussing K–12 work and its place at Northridge.

The recommendations of the senate task force have encouraged Northridge's colleges and their departments to examine their own standing personnel policies as they relate to the priorities laid out in the stated goals of college strategic planning documents. The College of Humanities, for example, has made work with and outreach to K–12 classrooms an explicit part of its strategic plan, and its chairs and coordinators are themselves engaged in discussion about faculty roles and rewards engendered by readings of Boyer and Lynton and related literature.

Parallel to this work focusing on changing views of faculty roles and institutional recompense has been a focus on the K–12 work itself. Early in 1997, recognizing not only the importance of the varied projects that faculty and departments engaged in with schools but also the need to coordinate such work across the campus, the CSU Northridge administration created a position to do precisely that. Crystal Gips was appointed the first coordinator of such campus-wide activity. As part of the redesign of the Liberal Studies major, a two-day conference in the spring of 1998 involved Northridge faculty and faculty at Roscoe Elementary School in an exchange and conversation. Northridge faculty teaching courses to Liberal Studies undergraduates spent the day visiting classes at the elementary school, and the following day faculty from Roscoe joined the Northridge faculty in workshops to plan continuing exchanges and to examine the "goings-on" in our respective classrooms. These two days have grown into a number of collaborative projects, including faculty from the College of Education, faculty from other Northridge colleges, and faculty from Roscoe, all engaged in reconstructing several Liberal Studies courses.

Additionally, Northridge is more active in forging connections between the College of Education and departments in other colleges. The goal here is to construct what are referred to as "blended" programs for teacher preparation. In these programs, students will be less concerned with negotiating the academic borders (often perceived as more sets of the barriers we've discussed) between questions related to the processes of teaching and learning and ques-

tions related to the material that is the focus of the teaching and learning they are preparing for. Creating these programs involves collaboration across academic barriers that themselves have been part of the challenge for the FIPSE work.

There have been changes beyond the campus itself, as well, that will have an effect on the work. The CSU system has a new chancellor, whose stated goals are to place exchange between the university and K-12 at the center of system-wide priorities. An initiative on California's November 1998 ballot, "Proposition 8," includes a mandate for all teachers to pass subject-matter examinations before they can be credentialed. Whatever the outcome of such an initiative, its very presence on the ballot has grabbed us, and it could prove a rallying point.

This is an essay about the Northridge experience. That experience is ongoing. It is difficult to evaluate the relative import of all the ingredients in the mix of events documented here. Included, as we've seen, are issues about faculty work itself (what it should involve and how to document its substance), issues about education (both how it proceeds and how it is perceived), and issues about the relationship of the university to the communities it serves (within and without). There is no recipe or formula determining the outcome. So far there are only the values that we are beginning to uncover as we set priorities. We continue, still confident that the premise underlying the FIPSE work is the right one, but a bit savvier about what the premise — and the work — entails.

Faculty Work and K-12 Collaboration at a Research-Intensive University

Dan Tompkins, Professor of Classics

Temple University is a large urban institution with Carnegie Research I status. The 1990s have been marked by faculty-administration tensions, a tight budget, and a growing emphasis on the need to serve undergraduates. Teaching loads have risen, departing tenured faculty have been only sporadically replaced, and a recent contract halved the amount of merit pay available to faculty.

Recognition of Temple faculty members who work with schools might have, then, awaited more promising circumstances. But local conditions at Temple and other large urbans will always provide some pretext for indolence, and the Temple story is worthwhile reading for colleagues elsewhere because it is one of negative institutional conditions being balanced by positive ones, of efforts by faculty and graduate students on their own initiative to collaborate productively with local teachers. At the time of writing (autumn 1998), the growing importance of K–16 connections in the university's academic life indicates the underlying vitality, concern, and flexibility of our faculty.

This essay will focus primarily on the work of faculty in the department of English. Initial activities with other departments yielded some positive results but failed to build momentum. The budget and time frame of our FIPSE grant dictated concentration in an area where results were likely, and led us to focus on this department.

The department of English is Temple's flagship humanities department, distinguished by a faculty of outstanding poets, novelists, and literary critics; by strong graduate programs in criticism and in creative writing; and by a nationally known group of composition specialists. As is to be expected of an outstanding research department, promotion to tenured levels requires a substantial publication record.

It might seem out of character for such a unit also to provide the leaders of Temple's K–16 collaboration, but this development tells us something about variety and vitality in the field of English studies. Several factors contributed to efforts by these colleagues. First of all, the department has always required graduate students to teach entry-level writing classes, and over the years it has developed a fine training program to support these teachers. Serious study of freshman-level writing naturally opens a vista for graduate students onto the nature of secondary preparation in writing. Second, a group of English faculty led by Stephen Parks, alert to Temple's urban setting, have founded an Institute for the Study of Literature, Literacy, and Culture that is dedicated in part to exploring and exploiting Temple's urban relationships. Finally, the department already makes major contributions in teacher preparation, as its courses meet the degree requirements of a large number of College of Education students.

The English faculty who have worked with schools have followed a course that is distinctively independent and imaginative, collaborative and nonhierarchic. Faculty have developed approaches that allowed them to play to their strengths: One faculty member utilizes in-class dramatic performance to support class reading, another introduces teachers to African-American literature, a third organizes writing workshops. The direction of these activities has

been shaped less by administrative directive than by conversations with teachers in the School District of Philadelphia. Volition and motivation have, significantly, played the same key role in faculty work that reformers insist they play in student learning, and the "wisdom gained through practice" of teachers in the field has been generally recognized.

A department that traditionally rewards faculty for production of new knowledge, dedication to scholarship, and superior university-level teaching will not immediately and formally revise its tenure code or rewards structure to accommodate new cooperation with schools. This is hardly surprising, given the issues involved, and indeed it demonstrates what might be a law of culture change in the university: Most cultures involve multiple parties and crosscutting interests. True change, as opposed to occasional rewriting of rules, would require realignment of interests. This realignment is as likely to proceed from new understandings of circumstances as from a top-down command structure. Circumstances today include Temple's emphasis on improved undergraduate education, a new alertness to the processes by which students learn, an employment market in which graduate students will be hired as much to teach as to engage in research.

Typically, large academic departments harbor members of different ages and orientations. In the department of English, a wide range of activities, including work with schools, involves senior and junior faculty as well as graduate students. The Institute for the Study of Literature, Literacy, and Culture engages in independent fundraising and organizing. Writing projects with local schools proceed. A Shakespeare course cooperatively taught with a Philadelphia teacher and aimed at students from two Temple colleges (Liberal Arts and Education) gathers strength, with increased voluntary involvement from Philadelphia teachers.

In short, members of the department have worked successfully with local schools. Faculty have established niches of activity and increased their range of contacts in the School District of Philadelphia as well as outlying districts. Experience has taught us certain principles: Temple tries not to begin an activity unless we are sure we can continue it over a three-to-five-year period; we work collaboratively with school teachers, avoiding the traditional pattern that took college professors for sages and school teachers as eager and passive students.

The questions, now, are how to increase the level of activity and how to involve it in the rewards structure of the university? The first question might be turned on its head: Faculty activity in the schools has gained a foothold. It is picking up new participants each year, and becoming more firmly established in the university's ongoing involvement with local K–12 institutions. So there is little chance it will diminish.

To turn to rewards: Gaining a larger part in the rewards structure is going to require patient work on two fronts: with faculty, and with administrators. These constituencies have slightly different perspectives on the question, and it is worthwhile to take them up separately.

Faculty. It is easy, in the current, fiscally constrained state of American academics, to understand rewards structures as zero-sum games, systems in equilibrium in which, as in the prisoner's dilemma, an increase in one area must be balanced by a decrease in some other: there are only two turkey legs at Thanksgiving dinner. When faculty view their world in this way, it is not surprising that they might resist changes in the rewards structure.

But higher education today is not in equilibrium. No litany of current changes is required here, beyond mentioning that the population at large and legislators in particular have become convinced that American primary and secondary education are in need of improvement, and that universities should play a more visible role in the effort. Even without this political pres-

sure, postsecondary faculty recognize the difficulties of remediation at the college level and the desirability of better student preparation before college.

Administration. Over the past decade, there has been a sea change in administrative thinking about college-school relations. Increasingly, administrators recognize the need for institutions to serve the population that, quite frankly, pays the rent of the universities: undergraduates and taxpayers. Clark Kerr and others have chronicled the steady march since World War II of universities away from those they serve. Paradoxically, one achievement of this march has been the establishment of universities as powerhouses of research, proliferating patents, helpful to society in ways we might not have expected. All the same, administrators are increasingly aware of the need to restore the continuum of American education, to recognize the organic connection of secondary with postsecondary teaching.

At the moment, administrators might be more ready than faculty to reconfigure the rewards structure. At Temple, there have been striking signs of this, as when a provost in the fall of 1997 awarded a second tenure-track position to a department on the basis of improved undergraduate teaching and work in the schools on the FIPSE grant. The resignation of this provost soon afterwards and a hiring freeze that followed cost the department the position. But it would be hard to dispute that the department had come close to what is the highest form of reward and recognition: the grant of a new long-term colleague.

Rewards. Clearly, then, rewards have many forms. At one end of the rewards spectrum lie merit raises, never terribly remunerative but certainly worthwhile. At the other end lie promotion to tenure and new faculty lines. Promotion and new hires both break the zero-sum game mentioned above, by increasing a department's footprint on campus.

The complexity of "rewards," their incongruity with the traditional university triad of teaching, research, and service, is steadily becoming more apparent. Two efforts toward realistic treatment of rewards and recognition are the report of the Commission on Professional Service of the Modern Language Association and the reconceptualization of faculty responsibilities at Arizona State University. In both cases, the proposals emphasize flexibility. A useful chart in the MLA report (on p. 189) reflects how the rigid categories of teaching, research, and service blur into one another when faculty work is considered. The Arizona team has taken this perception a step further, setting up a computer program (and CD-ROM) in which "icons" for the three categories can be overlapped to indicate when teaching involves service and so on.

As Steve Parks's essay in this volume reveals, writing workshops with secondary school teachers in effect combine all three of the traditional categories: The activity is clearly, as outreach to a community, a form of service; it is teaching; it is also research on how people learn, and in Parks's essay is brought by a sort of loop back into reflection on how to use standards to improve writing.

NOTE

[1] See "Making Faculty Work Visible: Reinterpreting Professional Service, Teaching, and Research in the Fields of Language and Literature," *Profession 1996*, pp. 161–216; and Gary Krabenbuhl (dean, College of Liberal Arts & Sciences), "Faculty Work Reconsidered: An Integrative Model," a presentation at AAHE's Conference on Faculty Roles & Rewards, February 1, 1998, Orlando.

Institutionalizing K-16

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Develop a plan for appropriately rewarding faculty for their involvement in K-16 activities. The goal seemed straightforward enough in the beginning; however, the path for getting there was quite another matter. A myriad of influences and expectations shaped our understanding of the issue and the strategy the University of Southern Colorado (USC) used to further the cause of faculty rewards for K-16 work.

The University, City, and Region

The University of Southern Colorado is a regional, comprehensive university with approximately 4,000 students. There are four colleges/schools and twenty-six departments. The university's mission clearly sets forth its role in the community and region. In the mission's latest revision, K-16 involvement is mentioned specifically as an important community role.

When the FIPSE project began in 1995, USC was under the leadership of an innovative and forward-thinking president, Dr. Robert Shirley. Dr. Shirley placed great emphasis on the university's role within the community, especially involvement with K-12. After he voluntarily resigned in December 1996 after twelve years as the university's head, Dr. Tito Guerrero was hired in July 1997. Also a supporter of K-16 activities, Dr. Guerrero is supportive of those relationships that were in place at the time of his arrival on campus.

The city of Pueblo has a population of approximately 100,000 people. It has a history of being a "steel town," with more than 8,000 employed by the local mill at one time and many more in steel industry support businesses. In the early 1980s, the mill experienced the same difficulties that were causing massive layoffs throughout the industry. Unemployment skyrocketed. Since that time, the city has experienced a remarkable economic revival, which has resulted in a much more diversified industrial base, including a wide array of both manufacturers and service industries. The rebuilding of the economy occurred rather quickly, as a result of cooperative efforts among the city's influential leaders.

Pueblo is the largest city in the southeastern Colorado region that USC serves; the rest of the region is primarily rural. President Guerrero is focusing considerable effort on developing cooperative partnerships between USC and the community colleges of the region.

On the state level, the Colorado state legislature has an enormous impact on the funding for state-supported schools such as USC. In addition to funding issues, the legislature sometimes turns its focus to other issues.

Environmental Factors Influencing the Strategy Chosen for Improving Rewards for K-16 Work

Influential Relationships

Two primary relationships were already in place when this project was undertaken, and they

continued to be influential throughout the project. The first is a cooperative agreement between the university and the city school district. The goal of this alliance with District 60 is to create benefits for both partners in the area of administrative management, as well as in teaching/learning outcomes. The primary academic connection is the university's Center for Teaching, Learning, and Research (similar to the education department in a traditional university setting). As part of the alliance structure, the center is under the supervision of the deputy superintendent of District 60. This person functions somewhat like a dean of education and is a member of the Dean's Council at USC.

The second university/community relationship is even more encompassing in scope. Pueblo is the site of a Community Compact for Student Success, which creates a community and school partnership to work toward systemic reform. Pueblo Compact members include USC, Pueblo Community College, Districts 60 and 70, and the Pueblo and Latino Chambers of Commerce.

In addition to the K-16 activities that are the result of these two formal relationships, there are also many one-time and some continuous connections between the university and K-12. Some are grant-sponsored programs, while others are informal "immediate need" relationships. Knowing at any given point what is happening is difficult to assess, because there is no central point through which all such activities are coordinated. Instead, they are formulated on a very decentralized basis.

Legislative Influence

Another factor that influenced the choice of strategy was the recent mood of the Colorado state legislature. Near the beginning of this project, the legislature turned its attention to the issue of tenure and post-tenure review. It saw post-tenure review as a way to ensure long-term productivity, especially quality teaching, from faculty statewide. The legislature made it quite clear that it intended to institute its own policies on post-tenure review if institutions did not clarify their own policies posthaste.

Strategy for Making Reward Structure Changes

Three key influences shaped the strategy chosen for inducing change in the university's rewards structure:

1. Support for K-16 work from the highest levels of the organization already existed.
2. Faculty involvement, instituted both formally and informally, was already happening.
3. The legislature's demand for post-tenure review policies provided a campus-wide source of urgency — something that could help drive the agenda of this project forward in a timely manner.

Consequently, it was not necessary to start from ground zero. Moving forward toward improved reward structures for K-16 work, it was thought, could begin in the middle of the change process. Administrators already valued the work; it had been clearly stated in the university's mission. In addition, linkage partners — university and K-12 faculty — were already familiar with and enjoying K-16 relationships. While these key pieces were not perfect, they were, nonetheless, needed cornerstones.

Knowing that for change in an organization to be pervasive and long-lasting it needs institutionalized value, we looked for a way to influence the main rewards system — tenure and

promotion. We felt that the tenure and promotion system influences reassignment time, opinions of colleagues, etc. And more importantly, it shows the faculty that the administration means what it says.

But how does an institution as traditional and bureaucratic as a university accomplish changes in the rewards system? We knew the answer: slowly. But USC had an opportunity to attach its K-16 reward agenda to a larger issue — that of tenure/post-tenure review — which was being moved forward rapidly under legislative pressure. The strategy chosen was to use the larger change framework to also institute the more-targeted change related to K-16. Once changes were made in the institutional reward document (the tenure and promotion policies), changes would be easier to make at the college and department levels, it was assumed. Changes at the college and department levels would focus on creating guidelines that emphasized the importance of K-16 work, especially as scholarly work, and would demonstrate how to document such work for performance-assessment purposes.

Pursuing the Goal

USC's administration charged a faculty committee with investigating and establishing new tenure/post-tenure policies. The committee was given the latitude to think beyond the issue of post-tenure review and to consider a major change in the university's tenure policies. Several of the committee members had attended AAHE's annual Conferences on Faculty Roles & Rewards, and therefore brought with them the knowledge of what was happening at institutions across the nation. In addition, the committee read works on faculty roles, such as Boyer's *Scholarship Reconsidered* (Carnegie), Diamond and Adam's *The Disciplines Speak* (AAHE), Lynton's *Making the Case for Professional Service* (AAHE), and Diamond's *Serving on Promotion and Tenure Committees* (Anker). Summaries of the readings were disseminated to the faculty. The committee also gathered information from other institutions of the same size and type as USC, again disseminating their findings. The faculty was surveyed to determine the state of current performance-assessment practices. Finally, the committee held forums for discussion of proposed policies with the Faculty Senate and with the faculty at large.

While the larger issue of tenure/post-tenure review was being studied, a separate workshop for faculty interested in K-16 work was held (summer 1996). Information from this workshop, as well as data from the more encompassing survey of the faculty, provided much insight into the state of K-16 activity on the USC campus.

The K-16 Workshop

As preparation for the workshop, faculty members were asked to write essays that described their K-16 work and their impressions of how it was valued. The faculty's responses made it clear that "being rewarded" could be defined in a variety of ways: value assigned to their work for the purpose of tenure and promotion; their work being valued and respected by colleagues; rewards in the form of reassignment time, of additional pay, of personal enjoyment and challenge, etc. In summary, the faculty had the following to say about their activities:

1. Most found the K-16 work to be stimulating, challenging, a labor of love, etc.
2. The reaction of colleagues not involved in K-16 work was "Sounds interesting, but who has time for that kind of thing?" Some colleagues viewed K-16 work as a distraction from the "real work" of scholarly activity.

3. Most found their interaction with K-12 colleagues stimulating, a way to learn something new that had an impact on how they (the college faculty) taught their classes. One faculty member, though, found the reaction of the K-12 people to him to be adversarial.
4. Even if the work undertaken was stimulating and challenging, most faculty members found the departmental support (money, reassignment time, performance-assessment value) to be lacking. They saw an institutional statement of "do this," but little or no support at the college or department level (no consistent money, reassignment time, etc.) other than supportive comments.
5. Structured activities were more likely to be supported and rewarded than were independent activities. Continuation of an activity was also more likely when a concrete structure (such as a grant) existed.
6. Many faculty members who were passionate about K-16 work were not tenured or tenure-track. Even though they had been employed by the university for several years, they were appointed to one-year contracts, and therefore were not subject to the university's tenure and promotion system.
7. When K-16 work was evaluated as it pertained to promotion and tenure decisions, it was not the only thing that the faculty member under review had accomplished. Such work, though, was not perceived as a deciding factor in the formulation of a positive or negative recommendation. Most faculty perceived that their work was considered "service."
8. Most faculty members involved in K-16 work agreed that at the onset of a project, they did not usually consider what would "validate" their work at some later date. In other words, their plans were centered on what it would take to get the job done, not on what additional documentation it would take to prove just how valuable the work was. Consequently, most of what faculty had to "show for their efforts" was localized and anecdotal — not exactly the type of evidence that measured up to the standards of "widely disseminated" and "peer reviewed."

The Faculty Survey

The faculty survey, conducted by the tenure/post-tenure review committee in the summer and fall of 1996, provided additional insights into the state of K-16 work on the USC campus. Tenured and tenure-track faculty were asked to indicate their involvement in K-16 work over the most recent five years. During that five-year period, involvement in K-16 work more than doubled. In year one, only 14 percent of the respondents were involved; by year five, 33 percent indicated some K-16 activity.

Conversation with representatives of the other partner universities in the FIPSE project led us to believe that perhaps K-16 work should become the role of the senior faculty members — those who already had achieved tenure. Yet the results of this survey indicated something different was taking place at USC. In year one, 73 percent of faculty involved in K-16 activities had tenure; yet in year five, tenured faculty represented only about half of the respondents involved in K-16 work. These data suggested that in the interim, the university's focus on K-16, spearheaded by top administration and clearly stated in the mission, was influencing the behavior of the faculty.

While increased involvement in K-16 work was a positive sign, the real question was the value of such work in one's bid for tenure, since USC's strategy was to get K-16 work institutionalized within the rewards system. The faculty surveyed were asked to indicate how impor-

tant they thought various kinds of work were to their department chair when he or she was making recommendations for tenure. On average, 26 percent of the respondents perceived that their department chair considered work related to K-12 as somewhat or very important. In contrast, 40 to 50 percent of the respondents felt that their department chair considered internal service activities such as Faculty Senate officer or chair of a key university committee as somewhat or very important.

These results were less than encouraging. Consequently, a second look at these data was taken. A comparison among faculty ranks showed that a greater percentage of the newer faculty (34 percent of assistant professors) perceived that their department chair considered K-16 work somewhat or very important than did more-senior faculty (21 percent of associate/full professors). In a similar comparison of tenured and nontenured respondents, approximately half of the nontenured faculty felt that their chair considered K-16 work to be somewhat or very important, while only one-fourth of the tenured faculty gave K-16 work a similar rating.

These comparisons again suggested that newer, nontenured faculty were being influenced by a different set of rules than were the more-senior faculty. Certainly the hiring of personnel with different expectations and goals is a way to change the culture of an organization. Yet none of these newer faculty had become a test case for a tenure decision that was strongly influenced by K-16 work. Thus, it was still considered important to try to institutionalize the value of K-16 work into the rewards system.

Changing the Reward Structure: The Outcome

During the Spring 97 semester, the tenure/post-tenure review committee published several drafts of recommended guidelines. Feedback was solicited in various ways (email, faculty forums, etc.). The following components were pertinent to the issue of K-16 work:

1. It was proposed that internal and external service be evaluated separately so as to more clearly emphasize the importance of community involvement as was outlined in the university's mission statement. In part, the recommendation read as follows: "Minimum external service activities necessary for faculty to receive high ratings...should include one or more of the following within any five-year period: ... Significant K-16 involvement that leads to recognition beyond the university."
2. It was proposed that scholarly and creative activity, in general, be expanded (as per the mission statement). Refereed articles and proceedings were listed as acceptable evidence. Of particular importance to K-16 work was the inclusion of reports of consulting activities and nonrefereed articles that had been "...read by outside reviewers and judged to be scholarly."

In the end, neither of these recommended sections was included in the *Faculty Handbook* language that was approved in Fall 97 (effective date Fall 98). Many factors influenced the final outcome: lack of support for university-wide scholarly/creative activities guidelines that established clear-cut minimum requirements on a university-wide rather than department basis; lack of support for the division of internal and external service that would have required all faculty to be involved in some external service during a given period of time; and pressure by the university's governing board to put forth a document that would pass the Faculty Senate with relative ease so as to meet the time-sensitive requirements of the state legislature.

K-16 issues were not at the heart of the faculty's objections. Yet in dealing with the sections of the recommendations that lacked full faculty support, those specific statements that

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provided the most support for K-16 work were stricken from the policies.

Considerations for the Future

Was the *Handbook* language that was approved a detriment to the cause of K-16 rewards? While not containing the specificity desired, it does require linkage to departmental and college goals both in faculty-development plans and in performance assessment. In addition, there is a clearer definition of what constitutes an acceptable publication, as well as generalized statements about peer review and about consulting as scholarly activity and as service. Some of these references are language from the previous *Handbook*, while others are new language.

The *Handbook* language that best supports the K-16 issue is that concerning linkage to department and college goals. It encourages the democratic development of departmental or college guidelines for tenure and promotion that articulate what is valued in light of mission-driven departmental or college goals.

But who is responsible for ensuring that those goals support K-16 work where applicable? The impetus could derive from those faculty members who are involved in such work. They must propose tenure and promotion guidelines that clarify for their colleagues why K-16 work should be valued, especially as scholarly activity. They must be ready to develop their K-16 work within a framework that identifies conceptual connections and sets forth evaluative data of the work. In addition, they must develop a system of peer review that provides assessment components similar to those associated with refereed publication.

Educational Renewal Across College Borders: El Paso Strategies Toward Change

Kathleen Staudt, Professor of Political Science,
and Jack Bristol, Emeritus Professor
and Former Dean of Science

The University of Texas at El Paso (UTEP) has made strides toward recognizing the stakes that arts and science faculty have in preservice teacher education. Teachers-in-training for elementary, middle, and high school education represent an enormous group of majors and minors at UTEP, hovering around 2,000 students, or one-seventh of the entire undergraduate student body. These students take the majority of their coursework outside the College of Education, contrary to the widespread perceptions of faculty. The students, in turn, go on to teach the majority of the university's incoming students, 85 percent of whom are from the El Paso region.

These dynamics create a nearly "closed loop," with opportunities for intervention toward educational renewal, as the impetus for efforts clearly conceptualized by dean of education Arturo Pacheco and Susanna Navarro, director of the El Paso Collaborative for Academic Excellence, from the early 1990s onward. President Diana Natalicio's stable leadership over a ten-year period has established a supportive context in which the university mission emphasizes national and international research agendas and both regional professional training and service outreach agendas.

Our Plan and Approach

In this report, we tell "the El Paso story," first setting forth the regional and institutional contexts. In the section on institutional activity, we reflect our involvement in the FIPSE project, as well as other externally funded activities. We present a picture of the initial and subsequent strategies that have set the stage for changes in both the nature of faculty work and rewards for that work at UTEP. We close with emergent opportunities that will strengthen, consolidate, and sustain educational renewal across institutional lines. These opportunities are in fact strategies designed at UTEP to address the obstacles we identified as in the path toward a culture of faculty work and rewards that includes engagement with teachers, staff, and students in K-12 schools.

Readers should recognize some important conditions about the El Paso case. We are located at an international *border*; thus, material and metaphorical talk about "borders" and "border crossing" pervades our lives. Second, leaders at both the university and the school district have undergone fundamental changes over the last decade and more. At the highest, strategic-planning levels, both have implemented institutional missions that "talk the talk" of responsiveness to the community and region. Mission makers provoke aggressive strategies to garner external funds with the responsiveness rationale. Of course, to "walk the talk" of institutional culture change requires a grounded strategy — one involving numerous stakeholders who teach at K-16, K-18 (or K-Life!, as we uttered in a recent meeting).

Our basic argument in this chapter is this: Ground-level and mid-level formal and informal leadership is necessary to foster and consolidate college and departmental border crossing in teaching, research, and service connected to educational renewal in K-16 teaching and teacher-preparation programs. Over time, a critical mass of respected faculty, both new and veteran, will value the work in the contexts of holistic appraisal systems that recognize research, teaching, and service — the three traditional evaluative criteria for faculty — linked to an institutional mission responsive to the community. The ability of such leadership to flourish *hinges on* supportive presidential leadership, which provides a context and foundation for action on educational renewal.

The Regional and Institutional Contexts

The El Paso Region

The Paso del Norte region, along the Rio Grande River, has a four-century history in both Mexico and the United States, with all the cultural richness that implies. In the Lone Star State of Texas, El Paso's location at the far west border next to New Mexico often situated it at the periphery of state attention and budgetary investments. Although El Paso County's nine independent school districts have plentiful and growing enrollments (approximately 150,000 in 1998), their tax bases are low in this property-tax-poor region. The call for educational equity has been a driving political and policy agenda for a half-century, whether ethnicity or regionally grounded.[1] Adult educational levels are among the lowest in the state, a common pattern in the border region, yet the culture of hope and optimism is a great contrast to that of cynicism and despair found in aging industrial regions of the north. For reasons far too complex to outline here, El Paso's economy is underdeveloped and its wage profiles low. In the 1990 census, El Paso emerged as the fifth-poorest Metropolitan Statistical Area in the United States.

University Contexts

The University of Texas at El Paso is a comprehensive institution, offering a full array of undergraduate and graduate programs. In the last decade, several new doctoral programs have been added to this array, including Educational Leadership, which draws regional strengths on borders, multiculturalism, and diversity into its program. Hispanic students comprise a strong majority (65 percent of total enrollment), and students from Mexico another 10 percent. At each graduation ceremony, President Natalicio asks those impending graduates who are first in their family to complete a university degree to rise. Huge numbers rise, seemingly 80 percent to the eye (although the university's internal institutional studies indicate that 16 percent of students come from families in which both parents have a college degree; 29 percent in which one parent has a degree.)[2]

Two decades ago, UTEP transformed itself from an institution with heavy, four-course teaching loads per semester into one that emphasized research as well as teaching and service. (The course load is still relatively heavy, averaging three courses per semester.) As faculty are evaluated on an annual basis and for tenure, promotion, and merit salary increases, the faculty are expected to spread their efforts: 40 percent research, 40 percent teaching, 20 percent service. The reality in the College of Liberal Arts and the College of Science is that research quality and quantity count quite heavily for tenure and promotion.

College Contexts

College of Education

The College of Education has become an inspiring and visible unit on campus and in the community. Its teacher education programs gain national recognition with a two-semester field-based cluster of courses. It generates considerable outside grant money. With the El Paso Collaborative for Academic Excellence and the NSF Urban Systemic Initiative, leadership fosters community-wide networks at the highest administrative levels with school superintendents and the university president. Partnerships exist with many public schools, themselves at the forefront of innovation and change, particularly in the fields of math and science education.

In the early 1990s, Dean Pacheco began to put a new vision into place. UTEP's College of Education is one of a select group involved in the National Network for Educational Renewal, inspired by the scholarship and action of John Goodlad, of the Institute for Educational Renewal at the University of Washington.[3] El Pasoans were among the earliest cohorts joining intensive and sustained conversations in Goodlad's leadership institutes, drawing together faculty across content and K-16 educational boundaries. Pacheco went on to establish two more institutes, drawing together leaders across institutional boundaries in 1995 and 1997. New faculty in the College of Education now number more than 60 percent of its staff, and many share the new vision and seek collaboration with faculty in other colleges.[4]

Building bridges across college boundaries was a major component of the new vision. A cross-college teacher-education committee existed, and faculty in the colleges of Liberal Arts, Science, and Education hammered out some of the earliest collaborations. Specifically, the departments of Languages and Linguistics and English committed to staffing courses in place of teacher-education faculty. This committee negotiated specific course requirements in a variety of specialties before changes went to university-wide curriculum committees. Faculty who sat on this committee had rarely been recognized and rewarded for their work in teacher education.

The Collaborative for Academic Excellence also advanced the process of building bridges. It initiated a consensus-building process in which faculty and public school staff formulated local content standards in K-12 education, culminating in 1996 in a visible document and posters in English and in Spanish (displayed prominently in many schools).

The institutional document that lays out institutional goals and missions for a May 1996 Southern Association of Colleges and Schools (SACS) reaccreditation visit praises the College of Education, the Collaborative, and partnerships. But it uses no language that suggests that the teacher-education or educational renewal missions span all UTEP colleges. In the next rendition of the university's strategic plan, cross-college collaboration is mentioned but stops short of the strengths of educational renewal in which arts and science faculty are deemed major stakeholders. Nevertheless, concerted efforts and leadership have begun to shift institutional culture and recognition in the direction of community-responsive teaching and learning.

Legislative provisions for cross-college responsibility for teacher education in the state of Texas also push the new vision at UTEP. They provide legal stakes for teacher-education responsibilities across college boundaries, especially for students preparing to teach at the secondary level. By law, such students must major in a liberal arts or science field and fulfill teacher-education requirements as the equivalent of a minor. Student teachers spend considerable time observing and teaching in public schools, and College of Education faculty liaisons monitor their progress.

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Students in Texas must pass an exit exam (ExCet) to teach. While the scores are retained within the College of Education, each student's major department has a stake in (not to mention some accountability for) the success or failure of the test taker. Stories circulate about an occasional failure who repeatedly retakes the ExCet. Who is responsible? The College of Education, or the college of the content department? or the ExCet rule makers, who allow students to "test-out" whether they have course preparation or not? Providing cues from the state level, the Texas Coordinating Board of Higher Education, which reviews proposals for new academic programs, has begun to ask questions about ExCet pass rates at institutions seeking authority to offer new graduate degrees, as happened with the proposed history Ph.D. program.

College of Science

The College of Science has made the greatest strides toward formally recognizing its stake in educational renewal. Both dedicated administrators and outside grant money ushered in this new recognition. Three departments (Math, Biology, and Physics) filled tenure-track lines with disciplinary specialists with expertise in teaching and teacher preparation. Leaders at the presidential and dean levels committed to these lines, and outside grant money from the NSF-funded Collaborative for Excellence in Teacher Preparation (CETP) provided complementary resources (such as course releases) for faculty in those lines to pursue innovations.

The context in which such leadership occurred was special. A lawsuit during the 1980s alleged institutionalized discrimination against "majority-minority" institutions in Texas such as our own. Subsequent negotiations resulted in temporary, but augmented funding, most of which went to physical plant improvement. However, some of those funds provided slack resources for innovative lines — such as those in science — without the need to engage in budgetary redistribution struggles. That luxury is not available to other colleges, where outside grant money is comparatively more difficult to obtain.

The Math department is perhaps the best example of change. Traditional faculty (some of whom groan about the underpreparation of incoming students) sought math majors who would go on for Ph.D.'s, yet 60 percent of majors went on instead to teach secondary school. The former Math department chair was enthusiastic about recruiting a new kind of faculty to address these realities. He has since left, but his successor recognizes the support for this move at the College of Science and presidential levels. A math specialist was hired on tenure track to work especially on teacher preparation. He is a productive scholar and is successful in soliciting outside grant money to develop his mission. He works closely with a math specialist in the College of Education on research, grants, team-teaching, and outreach to schools. Although tenured faculty in the Math department range from supportive to neutral to resistant, his hiring coincided with tenure and promotion guidelines that recognize publication in refereed journals outside the traditional math mainstream. This special recognition was negotiated at the time of hire and was articulated in a memorandum of understanding signed by the chair and dean of the College of Science.

The College of Science *Faculty Evaluation Guidelines* (revised August 1996) contain subcriteria that institutionalize the commitments made in Math and other departments. Under "Research and Scholarship," guidelines call for consideration of "publications of papers in appropriate educational journals related to pedagogy and teaching." Under "Teaching," guidelines call for consideration of "published articles about teaching and curriculum, or production of teaching materials, class or laboratory notes, or textbooks." Under "Evaluation Procedures," one finds precedent-setting guidelines:

> For faculty members who have significant service or other responsibilities outside the department, the Chairperson shall request a performance evaluation from the candidate's extra-departmental supervisor.
>
> The evaluation shall be considered in the Department Faculty Evaluation Committee's overall performance review. This procedure is applicable to faculty serving in other university units, in interdisciplinary programs, and with administrative appointments outside their departments. Significant disparity between performance evaluations within and outside the Department will be reviewed by the Dean of the College (or the VPAA, if the Dean is the supervisor).

In these guidelines, the door is thereby opened for the dean of science to recognize teaching, research, and service associated with teacher education. Traditional administrative principles call for single-, not dual-reporting channels, but the tasks of universities fall outside traditional departmental and college lines. More and more, interdisciplinary programs recognize this, however difficult it makes the lives of evaluators and evaluatees. The ultimate test of the College of Science's leadership-driven, grant-funded change will be in the success rate of candidates for tenure and promotion. One (already tenured) faculty member of the college calls upcoming decisions "Molotav cocktails."

College of Liberal Arts

The College of Liberal Arts is the largest college in the university, within which humanities, social science, and fine and performing arts departments are located. Although few of its faculty members are associated with teacher education, they are a larger group in absolute numbers than those in science working on teacher education. Historically, Liberal Arts faculty members who invested their professional energy in staffing and outreach linked to teacher education and K-12 reform paid a price in terms of tenure denial, promotion delays, and lower evaluations. As troublesome, however, is that many faculty who teach required courses or courses selected to meet core curriculum requirements are oblivious to the sizeable number of future teachers in their classes, as reflected both in their teaching and in the content they infuse in their courses. In this context, a FIPSE-linked Educational Renewal Committee was formed to enhance strategies for change, drawing on data collection, surveys, and opportune resources for community outreach.

In material terms, Liberal Arts faculty have fewer opportunities for grants, supplementary salaries, or meritorious performance linked to rewards of significance. With such opportunities for summer teaching and added income significantly reduced, outside grant resources provide welcome summer support, recognition, and reward for faculty involvement in educational renewal and community-based teaching and learning.

In the College Professional Activities Report Form, a section under "Contributions to Instructional Program" offers space to recognize educational renewal activities. The form reads:

> Activities which contribute to the teacher-preparation component of the department. Indicate the nature of the contribution in each case.

Some Liberal Arts departments recognize publication in refereed journals, at first-, second-, and third-tiers, whether core journals for the discipline or not. Moreover, the Criminal Justice program was reorganized with the dual-authority principle in place: Faculty are recruited in Sociology, Political Science, and Psychology, but both the faculty member's home depart-

ment colleagues and the Criminal Justice director evaluate his or her performance. Thus, models are in place to recognize teaching research, albeit within college boundaries.

With support from the Kellogg Foundation beginning in the summer of 1998, the College of Liberal Arts and the College of Business are launching an institute to facilitate and recognize community-based teaching and learning, with a community advisory committee, neighborhood task forces, and school partnerships. Several department-based precedents exist for such student-faculty collaboration, in Psychology, Sociology, and Political Science. With schools as central sites for parental engagement and community development, as well as sites for student-faculty project teamwork and research, associated faculty could perform in ways that would merit reward in research and teaching.

Opportunities have already emerged to move forward with this kind of momentum. In summer 1998, the deans of Liberal Arts and Education, along with faculty coordinators, met with parents, teachers, and principals of twelve alliance schools. School stakeholders sought mentor professors to develop a school-site presence and to respond to particular needs that stakeholders at each school had identified. For example, one middle school wants to establish a connection to improve social studies teaching; a language magnet school wants to connect with a Languages and Linguistics faculty member. This sort of ongoing, school-based presence will allow the university to respond to particular needs, as well as to establish a larger, longer-term connection to students and parents.

Efforts have also moved forward on department-by-department bases. The English department has made major strides in recent years in expanding the recruitment of faculty who staff courses in which future teachers enroll. Twenty years ago, a lone, pioneering faculty member shouldered these responsibilities. Leadership at the chair level helped to expand the Composition faculty to a critical mass within the department. The MIE grant supported new faculty lines and opportunities to teach across college lines. The department has also developed a proposal to develop an M.A. in language arts, likely to attract teachers. With such an advanced degree in place, faculty gain two significant rewards: more opportunities to teach advanced classes in their specialty, and summer teaching with the supplementary salary that represents. Other departments could heed this effort.

The Political Science department has several fronts for change with connections to educational renewal. It used disciplinary-based grant funds to develop pipelines to the high schools, through the university, and to top-twenty graduate schools in policy analysis. It sponsored summer seminars for high school teachers with these funds. At least one of the required introductory courses teaches content using educational law, policy reform, and political constituencies; students are required to attend a school board meeting. Classes such as these could expand. In summer 1998, the department's civic education program was one of twelve nationally to receive an invitation from the American Political Science Association to work together to strengthen the discipline's commitment to civic education. Once disciplinary recognition and institutionalization take hold, the recognition and rewards structure operates autonomously, transcending institutional commitments to educational renewal at UTEP.

Political Science involves faculty and students in city-wide "Kids Voting" activities, which are school-based efforts with lead teachers at the helm. Its faculty and students regularly participate in the annual "Citizen Bee," an area-wide competition among high school students. Faculty recognized the importance of enlarging a departmental critical mass with expertise in education. In spring 1998, the department made offers to job candidates with such interest, one of whom accepted. Several of the existing faculty do research on urban education, includ-

TABLE 1

Minors in Pre-Education All Levels, Secondary, and Alternative Certification: Fall 1997

COLLEGE OF LIBERAL ARTS	Department	Number
	Art	36
	Communication	20
	English	173
	History	96
	Languages and Linguistics	42
	Music	53
	Political Science	17
	Psychology	51
	Social Work	4
	Sociology and Anthropology	6
	Theatre Arts	12
	Interdisciplinary	17

COLLEGE OF SCIENCE	Department	Number
	Biological Sciences	22
	Chemistry	4
	Geological Sciences	5
	Mathematical Sciences	50
	Physics	1
	Interdisciplinary	25

ing collaborative work with colleagues in the College of Education.

The History department also has a record of involvement in educational renewal, heretofore viewed as service. Several faculty make presentations at district inservice training for teachers. More significantly, past summer conferences brought together teachers for concentrated area studies and world history teacher training events. In 1997, a History professor worked with area history teachers to host the first project-based History Day competition for middle and high school students.

Major gaps continue to exist in staffing courses that prepare future teachers in the social studies. In spring 1998, a political scientist staffed the required teacher-education course Social Science 3330/Schools in Communities. Secondary education students with the Social Studies Composite specialization enroll in a generic methods class, rather than one staffed by faculty who have science expertise or who offer good modeling for successful learner-based social studies teaching. Pre-education students could benefit from advising that highlights particular courses in liberal arts wherein faculty members model good teaching and/or infuse content of interest to future teachers in their courses.

In connection with the faculty roles and rewards activity, the dean of Liberal Arts appointed an Educational Renewal Committee, staffed with faculty from major departments with a stake in teacher education. This committee collected data both from the PARF and on education students who minor in liberal arts fields, as listed in **Table 1**. The numbers are not just sizeable but shockingly sizeable. The numbers for secondary math and science students are more modest but growing.

Committee members discussed strategies for change in department-grounded ways. In 1997, the committee sponsored a short, two-page questionnaire to arts and science faculty both to collect more information on those who act on their stakes and to stimulate knowledge about the ways K-12/teacher-education work can be recognized in research, teaching, and service.

While fifty faculty members responded, a not surprisingly low rate, those with involvement responded. Probably the most important finding was that respondents are motivated with intrinsic rather than extrinsic incentives. As such, the absolute numbers are impressive. Yet challenges exist in how to double or triple these figures with faculty who model excellent teaching, develop interest in course content linked to the many future teachers in their classes, and work in partnership across college and institutional borders for educational renewal. The Kellogg Foundation support, along with renewed imaginative attempts to seek other outside funding that would facilitate educational renewal, are the sorts of activities that can respond to those challenges.

Obstacles and Strategies for Change

In **Table 2** we list various obstacles to change, along with a variety of strategies to meet those obstacles. Taken together, they represent a coherent strategy for involving and recognizing more faculty in K-12 and teacher-education activities toward renewing education. Alone, they are fragmented. Due to our institution's particular context and history, standard strategies are not listed. One example involves precise specification for service and outreach to partnership public schools, which range both in scope (isolated, one-shot experiences to long-term systemic change) and in the degree to which they are public and can be subjected to peer-review activities. Although we recognize differences in approaches, we believe they link to the research, teaching, and generic service activities expected of all faculty members.

Above and beyond these discrete strategies, faculty across college and K-16 lines will develop insights through intensive, retreat-like gatherings, such as the Kellogg-supported Institute described earlier. Sponsored by Dean Pacheco and the El Paso Collaborative for Academic Excellence, and funded by Dewitt Wallace, approximately twenty-five university faculty and school leaders have met since October 1997 to discuss the "big issues" and read thought-provoking books and articles on educational renewal. In these conversations, lines and hierarchies are steadily erased as people with common ground come to know one another more deeply and collaborate for changes that renew education. At UTEP, we are continuing to build the "social capital" for educational renewal, and institutional cultural shifts are in place.

NOTES

[1] For equity as the driving discourse in Texas, see Guadalupe San Miguel, Jr., *Let All of Them Take Heed: Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981* (Austin: University of Texas Press, 1981); Mario Garcia, *Mexican Americans: Leadership Ideology & Identity, 1930-1960* (New Haven: Yale University Press, 1989); and Gregory Rocha and Robert Webking, *Political and Public Education* (Minneapolis/St. Paul: West, 1992).

[2] All UTEP statistical data are from *The University of Texas at El Paso FACT BOOK 1997-98*. The precise figures are from the entering-student survey, with a total sample of 1,356. Many students drop out or stop out after the first year, so those figures are likely to vary from those for actual graduates.

[3] John Goodlad is a prolific writer. Among his many books, see *A Place Called School* (1984), *Teachers for Our Nation's Schools* (1991), and *Educational Renewal* (1994), all published by Jossey-Bass.

[4] These figures are from College of Education, *Renewal* (El Paso, TX: UTEP, 1997).

TABLE 2

Obstacles to Change, Strategies to Meet Them

1. Lack of recognition for involvement in educational renewal.

- Formal recognition in college evaluation guidelines, along with committed administrators at the provost level and above prepared to make evaluative calls that favor involvement.
- Visibility for efforts, integrated in university public relations literature and in a special newsletter highlighting partnership/collaboration with public schools and across college boundaries.
- Supplementary pay for teachers for summer courses, across college boundaries.
- New awards at ceremonies for cross-college educational renewal activities.
- Reduced loads to revise courses in light of the university teacher-education mission.
- Dean of education input into evaluation for those faculty in liberal arts and science who enrich the teacher-education mission.
- Recognition in journals and in disciplinary/professional associations for K-16 contributions.
- Students to meet and dialogue with home faculty. Disciplinary input into monitoring of student teaching, with appropriate course load release.
- More programs designed especially for teachers who require more teaching-sensitive disciplinary specialization.

2. Nonawareness among liberal arts and science faculty about stakes in teacher education.

- Distribute ExCet results to relevant departments, inviting comments and dialogue.
- Regular reporting to arts and science departments about the absolute numbers and percentage of majors who have declared education minors.
- Disciplinary-based support network for secondary teacher education.

3. Limited resources to support liberal arts and science faculty involvement in educational renewal.

- Seek outside grant money, both from education and disciplinary sources, for new lines and endowed professorships.
- Redistribute/reallocate existing university funds to create a critical mass of faculty in departments with intrinsic motivations to engage with educational renewal missions.
- Direct the CETAL to support workshops with a mission to spread arts and science faculty stakes in educational renewal.
- Seek outside grant money to inspire applied research, with student collaboration, that mutually serves analytic needs of the schools.

4. Gulf between education and other faculty.

- Foster more dialogues across college lines and institutional lines (higher ed and public schools).
- Solicit and reward cross-college collaborative research projects, starting with special and/or set-aside funds from existing research money pools.
- Instigate a working papers series in which education and other faculty serve as peer reviewers. Establish public forums for these papers to be presented, along with a dissemination plan for papers and conference summaries.
- Identify and publicize ways to exchange university faculty with high school teachers who have graduate degrees, for immersion experiences in each other's teaching settings.
- Appoint cross-college faculty affiliations at the teaching and assistant dean levels.
- Staff courses across college lines through team-teaching and cross-college appointments in order to model effective teaching and infuse more education content in the curriculum.
- Identify core curriculum courses of likely interest to pre-education students.

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Faculty Essays on Work With K-12 Schools

ENGLISH

HISTORY

LANGUAGES AND LINGUISTICS

POLITICAL SCIENCE

PSYCHOLOGY AND SOCIOLOGY

SCIENCE

CAROL L. STOKE, EDITOR

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Faculty Lives on the Line: Personal Histories of K-16 Work

Carol Stoel, Director, Schools Around the World, Council for Basic Education, and Senior Associate, American Association for Higher Education

In 1995, when FIPSE awarded Temple University funds for "The Public Schools Rewards Project: A Higher Ed Tough One" to expand the rewards given to faculty who engaged in "K-16 work," we blithely finessed our gap in knowledge of what this work really entailed.

From an educational reform perspective, the purposes of the grant were clear. We knew that the K-12 standards-based reforms of the last ten years depended on higher education's active engagement with the reform movement. We knew that improving the schools depended on better teachers, and preparing better teachers was the work of the universities and colleges. We were clear that higher admissions standards would promote higher K-12 standards, but that would not happen in a vacuum; university educators needed to understand their critical and symbiotic relationships with the schools.

Finally, we knew that the heart of the university — its academic disciplines and course content and instruction — was integral to the work of the schools. And yet we didn't know how to get a handle on that relationship. The actual nature of K-16 work — what interested faculty about it, and how it became an integral part of their lives — was yet to be revealed.

On each of our four project campuses we began a process of examining the K-16 work of faculty to understand better what "K-16 work" meant and how it was rewarded. At the University of Southern Colorado (USC), site coordinator Donna Watkins began her research and discovery about USC faculty lives by instructing her faculty peers to read excerpts from Boyer and Lynton. Ernest Boyer's *Scholarship Reconsidered* (Carnegie) is a seminal work, causing colleges and universities nationwide to reevaluate their definitions of faculty work, especially scholarly/creative work. Ernest Lynton's *Making the Case for Professional Service* (AAHE) asserts that K-16 work, depending on its focus, can be categorized as teaching, scholarly/creative activity, or service; that it most often is categorized as service; and that some service activities are scholarly, in that their accomplishment requires scholarly/creative expertise. Faculty on other campuses used the Boyer and Lynton analyses also.

With this project we sought to change higher education's willingness and commitment to working on K-16 issues. For that to happen, we believed, the reward structure had to change. Faculty members might donate some time to K-16 work, but it would not be sustained or systemic without their institution's genuine commitment to that work. Nor could the existence of K-16 work be relied on if, in fact, no systemic acceptance of its value were recognizable to future faculty and administrators.

We argued intensely about whether any untenured faculty members dared to do K-16 work. New, untenured faculty would be in danger of ruining their careers by working in the schools, with teachers, or on some other schools-related project. We all could cite examples of wonderful initiatives with the schools by senior faculty, but shuddered at the thought of

younger faculty risking their futures.

We gave consideration to the notion of the "seasons" of a professor's life and creativity. We argued about whether it would be best for faculty to get involved in K-16 work once their careers had matured and they had completed all the profound (traditional) research they had in them. But would we just end up with tired faculty who were not committed to the important K-16 work and could not deliver the enthusiasm that teachers and younger students deserve?

Over the course of the last three years, through a process of individual faculty members' self-exploration and a deliberate quest for clarifying the nature of their work, some fascinating life histories have emerged. In these life histories are evident a satisfaction that comes from working on issues close to one's heart and intellect. Such life journeys have carried faculty members from temporary assignments working with teachers on curriculum grants to twenty- and thirty-year experiences that have shaped lives and become integral to the career and sense of the individual faculty member's self.

In science, Jack Seilheimer from the University of Southern Colorado started with a small grant, which grew into a statewide collaboration for systemic science education reform. Steve Oppenheimer from California State University, Northridge found that, added to his life as a research scientist, his precollege work with teachers and students gave him enormous satisfaction and recognition. Peers in science have been very good at recognizing K-16 work, as long as faculty members have also made their mark in the research world.

In the humanities, more amazing stories emerge. Joan Manley, modern language professor at the University of Texas at El Paso, saw the writing on the wall early in her career. She realized that even though she had studied great literature as a graduate student, most of her teaching would be about foreign-language acquisition and not literature. She adapted her career to work with future language teachers, became an expert in second-language acquisition, and found a career that included local and some national recognition.

For Steve Parks, director of the Institute for the Study of Literature, Literacy, and Culture at Temple University, the issue has been how to develop a program that would meet the expectations of Carnegie I Research institutions and still be true to genuine K-16 work. His answer was to concentrate on student achievement to support traditional research aims. For Nicole Etcheson, history professor at UTEP, it took a major investment in History Day to convince her department that connections to the community were important and would produce worthwhile scholarship.

In the social sciences, as in physical and biological sciences, nothing is better than publication, but the nature of the scholarship itself has been influenced by involvement of faculty with schools. Greg Rocha, political scientist at UTEP, hit a deep seam when he began to research and follow school-funding issues. His research met an enormous need in South Texas communities and surfaced issues that were important nationally. Would professor Kathleen Staudt be able to throw herself into "Kids Voting" and other powerful outreach activities were she not also a prolific and successful author? What is expected of faculty in the social sciences, and how far can they deviate from the disciplinary norm?

As wonderfully inspirational as these stories are, they also carry the curse of open disclosure. One cannot help but worry about those faculty who have not yet gained tenure or full professor status. What will this work mean to their careers? Each of the essays that follows in this section reveals a passion for K-16 work that has grown out of experience with it and deep commitment to the lives of young people. And yet, most of the essays reveal little about the rewards and recognition their authors have experienced. Why have they been so reticent?

Have we put them in a bad spot in asking them to talk about their careers, or have they themselves sensed the danger of exposing too openly that they have been satisfied with often less than what they deserved? Or are they perhaps themselves not completely convinced that K-16 work deserves the same recognition as a published book or a refereed article? We have to pause and ask ourselves what is happening here and how can we understand the mixed messages.

From these essays you will see that no clear-cut answer to that question exists. When professors are interested in K-16 work, they find new energy and satisfaction and ways to stay engaged. It is up to us to help them gain the recognition they deserve for this most important work.

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Educational Renewal Connections: The Development of English Education at the University of Texas at El Paso

Tommy J. Boley, Director of English Education, UTEP

Early in 1972, the department of English at the University of Texas at El Paso (UTEP) became aware of the need for specialized training for teachers of English in secondary public, private, and parochial schools when the department chairperson returned from the national Modern Language Association meeting. Discussions at this conference had alerted him to the fact that English education programs were needed throughout the country.

In January 1973, I was hired to set up two English education courses, one in teaching composition and one in teaching literature. In order to promote harmony between the department of English (College of Liberal Arts) and the department of Curriculum and Instruction (College of Education), I requested a joint appointment to both departments. English chairperson Tony Stafford and Curriculum and Instruction chairperson Hilmer Wagner worked together to establish the liaison, cross-listing the two English education courses in both departments. Teaching Composition in the Secondary School was scheduled to be taught in the fall of each year, and Teaching Literature in the Secondary School was scheduled for each spring.

After two years of the joint appointment, I requested that I be placed full-time in the department of English, primarily because of difficulties encountered in serving two departments. In addition, English had shown stronger support for the courses, and new chairperson Jim Mortensen readily agreed that this change would be acceptable. For the next eight years, I continued to teach the two courses while also conducting staff-development sessions in El Paso schools. During this period I also began development of the English Department Professional Library. Other faculty in the department of English reacted to these activities in English education with attitudes ranging all the way from open encouragement to complete hostility. But the courses and the library survived, partially because of those English faculty who supported the curriculum and partially because of the strong support voiced from local schools.

In May of 1981, with the help of key personnel in El Paso schools, I founded the Paso del Norte Council of Teachers of English (PDNCTE), which was sponsored by the department of English at the university. The opening session brought together more than 200 teachers. This organization flourished for four or five years, and it continued throughout the 1980s. Numerous dignitaries in English education were brought into El Paso for motivational talks and training sessions held each fall and each spring. Finally, though, the council was disbanded around 1990 due to lack of interest.

Two years after the founding of PDNCTE, David Schwalm established the West Texas Writing Project, an affiliate of the National Writing Project. The West Texas Writing Project (WTWP), housed in the department of English, offers the annual Summer Institute in the Teaching of Writing. The Institute's participants (inservice teachers in El Paso-area school districts) earn six hours of graduate credit, as they discover both new and effective approaches to the teaching of writing in K-12 classrooms. The Institute meets from 8:30 to 3:30, Monday through Thursday, for five weeks — early June to early July. Graduates of the Summer Institute become a part of a growing body of Writing Project teacher-consultants, who are available to conduct inservice programs in the teaching of writing in their districts. They also participate in further professional-development activities with other Writing Project alumni during the regular school year. Schwalm directed WTWP during 1983-1987, after which Douglas Meyers, who had joined the faculty in 1982, became director until 1992. From 1992 to 1996, Evelyn Posey, another new faculty member, directed WTWP, and in 1996, Keith Polette, who had joined the faculty in 1995, became director and continues his position today.

At the time of the beginning of PDNCTE and the West Texas Writing Project, the faculty in English education began to grow in the department of English, as is indicated just above. In addition to Meyers and Posey, Kate Mangelsdorf joined the faculty in 1990. The addition of Polette in 1995 broadened the English education program, as he came to the department with specialized training in children's literature and children's writing. Emphasis, therefore, was no longer only on secondary-level training, but also on elementary language arts training. And in 1996, Elaine Fredericksen joined the English education faculty. In addition to these people, eight other department members frequently serve the program, some as full-time lecturers, some as part-time instructors, and some as full-time professors teaching an occasional English education course. The strength of this faculty has become a major component of the department of English. English education faculty publish regularly on the teaching of English and language arts, they attend annual conferences focused on improvement of the teaching of the discipline, and some of the faculty do extensive staff-development training in school districts around the nation.

In 1993, the English department became involved in placement of student teachers of English in local schools. As all people seeking certification to teach English were English majors (as mandated by the Texas legislature in 1991), the English department sought to ensure that the English majors were placed with superior teachers of English in El Paso County schools. This involvement of the English department in student teacher placement continued for approximately two years, but was mysteriously discontinued, perhaps because of the new preparations for teaching blocks in the department of Teacher Education. On one occasion during the liaison between the departments, though, I supervised six student teachers of English in local schools for the department of Teacher Education (as part of my regular teaching load). Because of a shortage of personnel in the English department, however, this sharing was not continued. On another occasion, I taught one section of The Writing Processes of Children as a part of the newly developed block structure of the department of Teacher Education. This arrangement, however, was not repeated, once again because of the shortage of personnel in the department of English. And a final example of Teacher Education and English working together has been in the former department's occasional request for training for student teachers in monthly seminars.

Today English education occupies the position of a program in the English department, along with the literature program, the professional writing and rhetoric program, the creative

writing program, the first-year writing program, and the graduate program. The "program" status was established in 1980, and I served as director from 1980 to 1993, Posey serving as director from 1993 to 1996, and my returning as director from 1996 to the present day. The English Education Committee comprises six members and the director. A recent accomplishment of the committee is the drafting of a proposal for a Master of Arts in Teaching English (see below).

Over the years, the English education program has grown from the original two courses to the present curriculum:

- English 3303 — English Grammar and Usage
- English 3305 — Children's Literature
- English 3306 — Young Adult Literature
- English 3454 — The Writing Processes of Children
- English 3455 — Teaching Composition and Literature in the Secondary School
- English 3457 — Special Subjects in English for Teachers
- English 3544 — Integrated English Teaching Methods (graduate level)
- English 3545 — English Teaching Methods (graduate level)

The English Department Professional Library today is a source of English education materials for university professors and students, for teachers at El Paso Community College, and for teachers in public, private, and parochial schools. The library includes the following sections:

- Teaching Composition
- Teaching Literature
- English Education, General
- Literary Criticism
- Rhetorical Theory
- Children's Literature
- Young Adult Literature

In addition to hundreds of books in each category, the library houses more than forty periodicals that deal with the teaching of English. The library is supported by the department and by donations made by various individuals, as well as by the West Texas Writing Project. A librarian is employed by the English department to work fifteen hours per week (three hours a day, Monday through Friday). This facility is known throughout this part of Texas as a valuable source of materials for teaching all aspects of the English discipline.

In 1994, the department of English, under Evelyn Posey's guidance, opened the English Education Laboratory, a special classroom equipped with six computers, two printers, two scanners, a large-screen television, a VCR, an overhead projector and screen, and current English/language arts textbooks being used in elementary and secondary classrooms. Only English education classes are scheduled in this laboratory. In addition to classes, the lab is open fifteen hours each week for students enrolled in English education courses. This equipment comes from a grant to the department of Teacher Education, which has set up similar laboratories for other university departments involved in teacher training.

A proposal for a Master of Arts in Teaching English (MAT) has just been approved by the

University Graduate Council and will soon go before higher administration at the university, after which it will likely proceed to Austin to the Texas Coordinating Board for approval. The department of English hopes to have this MAT in effect by fall 1999. The MAT's major curriculum objectives are to deepen teachers' knowledge of literature, language, writing, and rhetoric in ways that are professionally relevant to them; broaden teachers' pedagogy by acquainting them with "best practices" (including technology) and the theories associated with them; enhance teachers' understanding of the relation of the English discipline to other disciplines and to the "border" context; enable teachers to conduct research in the teaching of English and to use their findings as agents for educational change; and assist teachers in becoming lifelong learners who use our border environment as a living laboratory to improve the teaching of English.

The audience for this MAT degree will be educators employed in teaching English/language arts from grades 6-14 (middle school to community college), as well as English/language arts specialists at those levels (writing center directors, English coordinators in the school districts). Also, professionals in other environments (literacy centers, professional-development departments) directed to adolescent/adult literacy are also included. Enthusiasm for this degree is high. Local school districts and El Paso Community College have asked for a master's program like this for years. A questionnaire distributed to junior and senior students in university English courses reveals a large number of students who are interested in pursuing the degree. Though this MAT is directed at secondary-level English, adjustments can be made for personnel from elementary schools to be included.

In addition, just this month [May 1998], the El Paso Collaborative for Academic Excellence, a university-sponsored group, has announced plans to target the improvement of skills in reading and writing in participating area schools. During the summer months, highly skilled people, who will be known as "literacy leaders," will be trained for work with K-3 teachers, and other personnel, who will be known as "literacy liaisons," will be trained for work with teachers in grades 4-9. Teachers of language arts and English in El Paso-area schools who have elected to participate in this program will receive this special assistance and training beginning in August. From the department of English, Polette, Posey, and I will participate in determining the training to be provided to these educators.

In the immediate future, the department of English critically needs to employ additional personnel for the course Children's Literature and The Writing Processes of Children. Current personnel cannot meet the demand for training in these courses. The department of Teacher Education now requires all students seeking elementary certification to take both, and the English department does not have sufficient personnel to teach them. So a major priority of the English department is to request permission to hire specialized people in these areas.

The English department at the University of Texas at El Paso, therefore, is now in its twenty-sixth year of the development of an English education program, so specialized training of teachers is hardly a new idea here.

Learning to Teach: Where University Meets Universe

Amy Birge, Assistant Professor of English, Temple University

I graduated from West Brook Senior High School in May of 1987 and counted myself lucky to have escaped with my sanity intact. As a teenager, I loved to read and to think about words — words that could buoy me away from the economic problems at home and the social pressures of high school. I loved Chaucer and Shakespeare and Langston Hughes. I discovered the *Oxford English Dictionary* in the tenth grade and could entertain myself for hours uncovering etymologies for words as highbrow as *narcissistic* and as lowbrow as *fundament*. I got a great deal of encouragement from teachers, but other students found me odd, and I was often the subject of much derision, though my friends could occasionally see the entertainment value of the *OED*. College opened up a whole new world to me, one in which I found friends who shared the same characteristics that had caused my high school classmates to label me as strange. I had had a lifelong interest in theater and performance, and I knew before I finished my undergraduate work that I wanted to be a teacher.

I wanted to be a teacher. What a simple profession, I thought! What I found, when I was admitted to graduate school with a teaching fellowship, is that when you are responsible for the educational advancement of sixty people who are just squirming out of adolescence, you have to know what you stand for. I spent my first year as a graduate teacher fumbling through composition theory, trying to establish standards for my students, and listening to my fellow graduate students complain about how ill prepared our freshmen were for academic life. I was very confused. I knew I had to make contact with my students, and to do that I had to go back to high school.

After having read the MLA Commission on Professional Service's report "Making Faculty Work Visible: Reinterpreting Professional Service, Teaching, and Research in the Fields of Language and Literature," I believe that the kind of work that university faculty can do with high school teachers and students should be recognized under the heading of "academic and professional citizenship," and that such work can provide the much-needed link between the university and the "universe," our students. In their diversity of ages, ethnicities, and socioeconomic backgrounds, our students represent the universe to us, and we bring to them a better awareness of how to interpret the universe that they navigate every day, whether urban or rural, written or sung. In high school, we learn the rudiments of the skills that serve us best in college: working in teams, problem solving, understanding a teacher's expectations, and negotiating coexisting social, academic, and working spheres. Since 1993, I have had four experiences either with high school teachers or in high school classrooms. In each case, I have gained invaluable insight into the nature of learning and good teaching.

In 1993, I worked with a group of fellow graduate students on a mentoring project with at-risk honors freshmen in McKinney High School, in McKinney, Texas, with the encouragement and direction of Dr. Jocelyn Chadwick-Joshua, a crusader against censorship in the high school classroom, and the support of Ms. Patricia Chandler, an English teacher at McKinney High School. As "at-risk" honors students, these high school freshmen were exhibiting the

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same problems in their critical-thinking and writing skills that my remedial college students struggled with. For several weekends, I worked closely with six high school freshmen, learning to wade through a sea of social inhibitions, failure fears, and an apathy developed as a defense mechanism against the pressures of high school existence. I had to challenge them — to make their intellectual search worthwhile. My students wrote argumentative papers about current events, and I helped them to connect their writing and critical reading and thinking to the music they listened to as well as the television shows and movies they watched. I saw them grow into more confident writers, and felt myself responding by growing as a teacher. After that, my own classrooms became more open to outside texts, but I still insisted on academic excellence. My students would rise to my high expectations over and over again.

My next experience with high school came in the summer of 1995, while I was beginning to work on my dissertation. I attended the Teacher's Academy of the Dallas Institute of Humanities and Culture, again with the support and encouragement of Dr. Chadwick-Joshua, then assistant director of the Academy. For five days a week, eight hours a day, and six weeks during one summer, I worked closely with high school teachers from all over the Dallas area. I heard their horror stories about students forced to make adult choices too soon, about the lack of respect the teachers felt from many people in postsecondary education, about the sheer physical impossibility of grading 150 term papers and teaching literature at the same time, and about the stifling effects of administrative policies that can limit the teacher's ability to fail or retain a student whose skills are not yet fully developed, which discourages achievement. From this experience I learned that I must teach my college students; I must teach them whatever they don't know. I had heard many of my colleagues complaining about having to review subject-verb agreement, how a bill becomes a law, or what H_2O means, saying "They should have learned this in high school. It's not my job to teach them the basics." I realized that if it takes reviewing comma rules for a few days in order for my students to finally understand why the semicolon placement in Dr. Martin Luther King, Jr.'s "Letter From Birmingham Jail" is so important to understanding his state of mind and rhetorical purpose, then so be it.

In 1996 it was my pleasure to join Dr. Chadwick-Joshua on several of her classroom visits in the Dallas area, in which she spoke about censorship, verisimilitude, the slave trade, and reading a text very closely before making judgments about its validity. She kept the students riveted. I began to incorporate slides and interactive class participation into my college classroom. My students blossomed with the knowledge that what they were learning connected them to history intimately, eliminating the dry, brittle space of centuries and geographical boundaries.

Later that year, I flew solo in the high school classroom for the first time. Working with Ms. Chandler's English classes again, I gave several talks about the Harlem Renaissance to juniors and seniors. While many of the classes went particularly well, and the students asked several thought-provoking questions, there was one class that gave me pause. Ms. Chandler told me that her remedial class would be resistant, and they were. They didn't care about poetry, and saw through my attempts to connect their own musical tastes to the blues of the 1920s as a "fake" attempt to connect with them. Ms. Chandler suggested that we incorporate some hands-on experience, that the students create collages that reflected the poems that they read. I secretly thought that the collage project sounded a little too elementary, and that we should challenge them more, but I did not voice my concerns. We read the poem "Sporting Beasley," a Snazzy Sterling Brown tribute to an African-American "Mr. Peacock" among the "drab brown fowl of the world," and talked about how your clothes could sometimes say things about you

that your words couldn't. These students worked hard at selecting the right images and photos for their collages, and produced work that revealed their own anxieties about race, identity, and their futures. They wanted to hear more Sterling Brown poems. I learned that if you want your students to love what you love, then you have to love your students and let them grow in the ways that best suit them.

I know that my teaching at the college level has changed for the better after these experiences in high school, and I look forward to future participation in high school classrooms, with the support and encouragement of the university community.

Research and Student Achievement: Developing K-16 Work at the Institute for the Study of Literature, Literacy, and Culture

Steve Parks, Assistant Professor of English, Temple University

The Institute for the Study of Literature, Literacy, and Culture was founded on a simple premise: Student achievement should be the benchmark of faculty involvement in school reform. From its location at a Carnegie I Research institution (Temple University), it is possible to imagine other founding premises: The Institute is committed to world-class research, or the Institute believes effective faculty instruction depends upon an active research agenda. As I hope to make clear, it has been the Institute's mission to demonstrate how a focus on student achievement supports these traditional research aims.

By announcing our intent to focus on student achievement, the Institute was accepting the conditions faced by most public school teachers. Too often, the ability of a university to set itself a different standard of achievement for its involvement in the schools has created an unnecessary barrier between university faculty and teachers. The faculty member could spend significant time at a school (proving a cognitive theory, for instance), effect little change in student achievement, and still evaluate the project a success. In a profound sense, the two institutions were never working on the same project. They were never actually in the "same" classroom. As a result, I would argue, the most complex and interesting research possibilities were never undertaken.

As a consequence, the Institute has worked actively with teachers, principals, cluster leaders, and administrators to define a common agenda. This agenda begins with the mutual responsibility to create learning environments in which students gain strong content and critical thinking abilities. It ends with a standards-based evaluation of student work. For instance, when teachers expressed concern about their writing abilities, the Institute sponsored a "writing seminar." This seminar featured exercises to generate creative writing, personal essays, and nonfiction prose. Throughout, the teachers were asked to use these different exercises with their students. The student work was then evaluated by the district's performance standards. Consequently, immediate feedback was available to both parties.

This story demonstrates the way in which educational institutions can work together to increase student achievement. It also, I would argue, demonstrates the possibility for a different type of "research." For the writing seminar was about more than just classroom strategy. It involved theoretical discussions about the writing process, the nature of student learning, and the qualities of "good writing." Similarly, a seminar on Shakespeare and performance pedagogy brought together issues of textual evidence, interpretative methods, student knowledge, learning strategies, and the nature of "canonical" texts. That is, many of the issues that are typically

tackled in separate units were brought together within one conversation. In effect, it brought together the very discussion that Carnegie I institutions are intended to create.

I would argue, then, that increased attention to student achievement in the public schools furthers the research aims of a Carnegie I institution. For how could the new knowledge gained in these seminars have been produced without the integrated insights of the participants? How could university faculty effectively transmit this knowledge without research concerning the ways in which students are taught to learn? There is a necessary connection between "research" and increased student learning, and between faculty teaching and "increased research."

The initial question facing the Institute was "How could a Carnegie I Research institution develop the most challenging research agenda possible?" The Institute's answer was student achievement. Students and teachers are just beginning to reap the benefits of that decision.

My Experience With K-16 Work

William E. Sheidley, Chair and Professor of English and Foreign Languages, University of Southern Colorado

During two years as chair of English and Foreign Languages at the University of Southern Colorado (USC), I've been involved in K-16 work in a peripheral manner myself and as supervisor of several faculty members much more directly engaged than I. I want to discuss these USC activities briefly and then turn in somewhat more detail to a much more extensive K-16 project I carried out during the 1980s at the University of Connecticut.

Last January, I participated in a two-day retreat and workshop involving university and K-12 faculty from Pueblo's Districts 60 and 70. Our mission was to redesign the Center for Teaching and Learning as an entity under the Educational Alliance of Pueblo that would be simultaneously a division of the university and an agency of the public schools. Although much planning had been done by the organizers of the retreat, participants had no lead time and little understanding of what was to take place. The fruit of the exercise was a set of recommendations whose implementation by the administrations of the university and the districts has been partial at best. Since the retreat took place during the intersession, there was no need for released time. Participants received a stipend, lodging for those desiring it, and some pretty good meals. I consider this sort of activity ordinary university service, to be listed as such on my annual performance review.

I would say the same about my current work as a member of the Senior-to-Sophomore Program Task Force, a group of USC, Pueblo Community College (PCC), and school district faculty and administrators seeking to negotiate a future for that problematic enterprise that will include granting both USC and PCC credits for college-level courses taught in the high schools. It is the Senior-to-Sophomore program with which I have been most involved as department chair. Numerous English and foreign language classes are offered for college credit in Districts 60 and 70, and it continues to be a struggle to make them comparable to on-campus classes in content and level of performance. Two members of the English program, one non-tenured, and several members of the Foreign Languages program serve as liaisons. They have received various types of compensation for their efforts, including released time and special expense budgets derived from the Senior-to-Sophomore tuition payments. While released time is essential for the success of any K-16 involvement, it presents a problem to the department because it removes leading faculty members from the classroom and (only sometimes) replaces them with less-qualified adjunct instructors. Although collaborative interaction with high school teachers can be extremely rewarding for university faculty members, who generally have as much to learn from precollegiate educators as they have to teach them, structural conflicts and differences in institutional culture have caused many frustrations for all concerned.

Such difficulties have not prevented us from moving forward, and one member of the English faculty, Dr. Margaret Barber, has, quite apart from the Senior-to-Sophomore program, developed innovative computer linkages with high school classes in Pueblo and elsewhere. She conceives of them as experiments, and has written conference papers and a journal article describing her experiences. Her work, much more than most other K-16 activities I've

observed or been involved in at USC, represents, in Ernest L. Boyer's terms, both the scholarship of application and the scholarship of teaching, and it should weigh heavily in her favor when she is being evaluated for merit and for promotion and tenure.

My own previous K-16 work at the University of Connecticut was more extensive and less directly scholarly. It began with my tagging along with a group of colleagues who were trying to make contact with high school writing teachers throughout Connecticut to find out the roots of the evident decline in the writing ability of our incoming freshmen. We organized a series of conferences in various locations around the state and had the good sense to listen more than we talked. What we learned was that writing teachers needed support in asking their administrations for smaller classes and more emphasis on writing throughout the grades and across the curriculum, and that they needed a vehicle to collaborate with one another and with university and college faculty in learning about innovative theories and techniques for teaching writing. A concrete result of these conferences was the publication of a report in pamphlet form of which I was co-editor. It was subsequently reissued as an ERIC document. The conferences were funded by a grant from the Connecticut Humanities Council; all of us who were involved received small honoraria, and our work was credited as service in merit review.

A more important upshot of the conferences was the creation of the Connecticut Writing Project (CWP), launched as an affiliate of the National (Bay Area) Writing Project with grant money, private contributions, and university funds. I was codirector of the first CWP Summer Institute and continued for six more years as project director. The CWP, like all National Writing Project sites, brings together writing teachers in all academic disciplines from kindergarten through college, fosters their own development as writers, and helps them put together workshops of their own on effective approaches to teaching writing. These teachers then gave their workshops as parts of inservice programs packaged and sold to school districts by the CWP. We also published a newsletter, held annual conferences and advanced summer institutes, and maintained an office and clearinghouse of information for writing teachers on the UConn campus. I'm proud to say that, after struggling to make ends meet from grants, corporate donations, and contributions from private individuals, the CWP now enjoys the benefit of an annual university budget and the proceeds of a large endowment set up by the Aetna Life and Casualty Insurance Company to support writing instruction. A permanent, full-time director replaced me when I stepped aside, and the project continues to thrive in its fourteenth year.

As an initiative undertaken at the behest of the English department director of graduate studies and later chair, the CWP was highly valued within the department and, as grants and donations trickled in, within the university as well. My work as director was very time-consuming, of course, and it did interfere with my scholarly productivity. I was nonetheless rewarded adequately with released time, summer stipends, and, on the average, moderate merit awards commensurate with those given to colleagues who produced small publications or conference papers. One year I was given a somewhat larger award, in recognition of major advances in the CWP's programs and funding. It was not difficult to document the scholarship of teaching and of application that went into working on the CWP. There were the Summer Institute syllabi, the publications of participants' writings, the catalogs of CWP Inservice Workshops, the many grant proposals, the reports on the grants, and the annual reports written for inclusion in the English department's larger documents. On two occasions, the program was reviewed by outside evaluators, and every Summer Institute and inservice program was evaluated by the participants — frequently very thoughtfully and constructively.

If scholarship, as Ernest A. Lynton says, is characterized by innovation, discovery, and

sharing ideas, then the Connecticut Writing Project is, ironically, the most scholarly thing I have accomplished in a career not devoid of more-traditional academic research and publication. Because of the CWP I completely changed not only my approach to teaching writing but also my understanding of my role as a teacher in all areas. Working with K-16 writing teachers from all kinds of institutions, I gained a new respect for the profession and its members. I discovered surprising continuities between how students learn in kindergarten and graduate school, and I slowly came to grasp the huge differences in circumstances that separate, say, an inner-city high school from a privileged suburban elementary school. Finally, I shared what I was learning with dozens of outstanding writing teachers at our Summer Institutes and conferences, and they in turn carried the insights and excitement of the CWP to literally thousands of other teachers all over Connecticut.

If my work with the CWP can thus be understood as productive scholarship, it remains nonetheless true that most of my efforts were organizational: I spent hours on the telephone and more hours driving around Connecticut to visit school districts and potential donors. For a number of years I found the work pleasant and exhilarating, but eventually I began longing to get back into the library and to find out what had happened in my areas of literary expertise. During the time I was engaged in the Connecticut Writing Project I published little or nothing on English Renaissance literature, and I gave up teaching my graduate course. Indeed, I taught fewer courses altogether, thanks to my released time. Luckily, I had long since had tenure, and had been promoted to full professor just at the beginning of my engagement with the CWP. Had that not been the case, despite the strong support for the project within my department I might have run into trouble. It was with mixed feelings but a great deal of relief that I eventually resigned as director of the CWP and, as they say, returned to full-time teaching and research. My partial absence from traditional scholarly pursuits, however, had taken its toll, and I found it impossible to take up where I had left off with Renaissance literature eight years before. My experience with the CWP did help me to redefine myself both as a teacher and as a scholar, and it gave me the administrative experience I needed to undertake my current duties as a department chair.

My point here is that activities such as K-16 engagement, however we define and report them, might often occupy a faculty member during a certain portion of his or her career — and not during others. Thus, at USC we should be careful not to insist that everybody, all the time, should "show evidence of K-16 involvement," just as we should recognize that faculty members who might at the present time be devoting themselves wholeheartedly and exclusively to the scholarship of application in K-16 work might very likely be found turning to more traditional pursuits a few years down the road.

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Education Renewal Connections: Experiences in History

Nicole Etcheson, Assistant Professor of History, UTEP

It was the Friday before spring break, and I had just handed a stack of ten papers to a colleague. "You expect me to read all these over spring break?" he asked indignantly. Although he did not say it, his indignation might justly have stemmed from the fact that the papers were written not by our students at the University of Texas at El Paso but by students from a local high school who had submitted entries in our History Day contest.

National History Day is an outreach program that encourages the study and knowledge of history by junior high and high school students. It operates as a series of contests at local, state, and national levels, in which students enter projects, media, performance, or papers on the annual theme. University history departments or historical societies usually act as the sponsoring organizations in a state or region. Texas has participated in the national contest since the early 1980s and has grown to be a powerhouse, frequently sweeping the awards ceremony. Members of the UTEP History department, however, had little acquaintance with the program, and that entirely in states where they had taught before coming to El Paso. El Paso had never participated in History Day.

The History department at UTEP justly prides itself on an outstanding record of publication. The department possesses many fine teachers. Insofar as they think specifically in terms of teacher education, they believe that a rigorous exposure to historical knowledge and interpretations will prepare our own students for the classrooms they might later occupy. Department members do their fair, and more than that, share of university service. There is a felt desire, better described as a frustration, about the need to communicate beyond our small academic sphere with larger publics, both in the schools and the community. The frustration stems from the perceived inability of being heard. In mid-April 1998, the department sponsored a conference commemorating the four-hundredth anniversary of the Spanish arrival on the banks of the Rio Grande River. One of the sessions was entitled "Historical Memory" and featured two local popular historians, a high school social studies teacher, and a UTEP academic historian. The first two speakers were, as the professional historians in the audience saw it, upbeat but off the subject and lacking in substance. The audience loved them. Our fellow department member presented a sobering look at the meaning of the Alamo story for Mexican Americans in Texas. The other academic historians liked it, but the public did not. That talk was deemed depressing, "victim" history, and apparently unsuitable for the occasion. The talks, and reaction to them, demonstrated the gulf between academics and the popular audience we want to reach. That audience was not so naive as to believe that bad things never happened, but public events such as the quadricentennial are, they seemed to believe, occasions for celebration, not for sober second thought. The academic historians did not agree.

History Day provides a different kind of occasion, one on which faculty members interact with local students well before they enroll in our introductory surveys. It is not an occasion of public celebration, and students have not flinched from the unpleasant, as well as the pleasant, aspects of the past. At El Paso's first contest, there were papers on Mexican-American migra-

tion that discussed the hardships of the bracero program and the realities of discrimination, as well as the abilities of migrants to surmount those obstacles. History Day marks an intersection between the historical interests of the public (the students often choose topics on popular subjects such as the Vietnam War, the Holocaust, or the Wild West) and of academics (the contest emphasizes solid research in primary and secondary sources). In the months in which the department prepared for the History Day contest, there was a feeling that it was a worthy, although time-consuming, endeavor.

Our first History Day contest in El Paso, held in late March 1998, was small, with only about a hundred students from six local schools. Numerous faculty judged. My reluctant colleague interviewed paper contestants and stayed for the awards ceremony. There he became a convert. He was amazed by the enthusiasm a room full of teenagers can generate when medals and plaques are at stake. "They were cheering," he exclaimed afterwards. "This is just going to grow and grow."

It is by no means the case that the department has been converted overnight into one that emphasizes outreach as much as research. Yet, most of the members who judged at History Day enjoyed it hugely and look forward to doing it again next year. Although the discussion of how to achieve greater connections to the precollegiate educational community and the public has not ended, History Day now offers a concrete way for the department to achieve ends that before seemed worthwhile yet amorphous: "Of course we should do it, but how?"

In the department's search for connections to a greater community, we are participating in an increased emphasis within the historical profession on links between academics and schoolteachers. The Organization of American Historians regularly includes "Focus on Teaching Day" sessions at its annual meeting. It is encouraging that at the quadricentennial session I earlier referred to, the most-praised speaker, well-received by both the general public and the academic historians, was the high school teacher. He spoke, in a way that moved both audiences, of students who did not know their own past: a school field trip to downtown El Paso on which only a few of the busload of students had been to the center of their hometown; of a student working on a project about the Vietnam War who discovered that his father was a veteran of that conflict. This is the past that academics, teachers, students, and the public can all find worthy of remembering.

Betwixt and Between: A Shifting Understanding of School-College Collaboration

Morris J. Vogel, Professor of History, Temple University

My belief in the importance of transforming the climate within which university faculty work came late. Indeed, I helped organize this FIPSE project without being entirely convinced that it was necessary. Why pay attention to the university system of roles and rewards, I wondered, when the more important task is effective K–16 collaboration? Why worry about university structures when the real goal is greater (and more-competent) university involvement in the schools? Can't we as university faculty work with our colleagues in the schools without first addressing the numerous structural flaws in the organization of the American university? University faculty, after all, enjoy great freedom to define their roles. Administrators for the most part believe that we're doing good work when we do well at tasks that we ourselves select. It helps even more if we take on especially visible tasks such as school reform.

In my own case, I had, since 1985, become progressively more involved with public schools. I had begun by organizing a summer seminar on the history of industrial society for K–12 public school teachers for the Philadelphia Alliance for Teaching Humanities in the Schools (PATHS). This complemented my scholarly work on the history of Philadelphia; I had just published a book presenting the social history of the city through old photographs. The seminar's particular feature lay in its introducing teachers to the way that the remnants and records of Philadelphia's built environment and mostly departed industrial processes could be used to enrich history and social studies courses. The short-term success of that summer seminar led to a longer-term failure: We found that individual teachers, no matter how energized by our program of museum work and field study, could not sufficiently subvert the district's hidebound standardized curriculum to accommodate their growing professional competence as historians.

PATHS determined that the next step was to begin the reconstruction of Philadelphia's social studies curricula, and it asked me to help organize a proposal to the National Endowment for the Humanities. Our three-year project, "Exploring the City, Understanding the Nation," developed a series of summer institutes and school-year follow-up sessions. (My project was in American history; Professor Howard Spodek, my Temple University History department colleague, later organized a parallel but more ambitious effort in world history.) We provided faculty support from several local universities to teacher teams building curricular modules that we hoped teachers could demonstrate and validate in their individual schools. I led an institute on science and American society. Teachers explored some of the nation's foremost history of science archival and artifact collections at the American Philosophical Society (where we met), the Academy of Natural Sciences of Philadelphia, and the College of Physicians of Philadelphia, and they developed history curriculum units on such topics as eugenics, evolution, and modern medicine. Like other university faculty involved in this multi-year effort, I

found this work tremendously rewarding; our teachers were essentially highly motivated and mature graduate students, following serious concerns into subjects they found both intellectually compelling and pedagogically useful. Institutionally, the university made clear its high regard for this work. The only problem we encountered was our discovery that this intellectually satisfying work couldn't change the schools. School structures — from department heads through the district bureaucracy — defeated even the most highly motivated and engaged teachers.

I returned to the drawing board on the issue of school reform, this time indirectly under the auspices of the university. Our then-vice provost was in the midst of moving into an ad hoc position with the school district as executive director of the Pew Charitable Trusts-sponsored and therefore quasi-independent Philadelphia Schools Collaborative. University administration was happy to have me work with this woman on a part-time basis. I helped her evolve a program of charters, or schools within schools, for the city's twenty-two comprehensive high schools. We intended to break down the bureaucracies that had choked off both teacher professionalization and curricular innovation. We hoped that charters, by investing groups of teachers with shared authority over most aspects of their program — and requiring shared accountability from teachers, in turn — could foster increased professionalism, curricular and pedagogic innovation, and better student outcomes.

We asked arts and sciences faculty to collaborate with teacher teams in the various charters on an ongoing basis, providing outside sources of intellectual energy and access to disciplinary scholarship. We also thought that university faculty could model the collegial behavior (our schools were — and remain — notoriously hierarchical) on which the new charters would depend. I should have noticed warning signs in that many faculty who were positive about such work were reluctant to take on ongoing responsibilities in the schools. I was, instead, heartened by the number of colleagues at both Temple and the University of Pennsylvania who responded positively to my pleas for engagement. I myself averaged four afternoons a week and entire summers over a period of several years, developing interdisciplinary programs with more than a dozen school charters. When a new reform school administration arrived in Philadelphia in 1994, it standardized the curriculum once again (this time under the rubric of the New Standards movement) and choked off teacher initiative and the energy unleashed by the charters.

I came to see the problem of the Philadelphia public schools in ever larger contexts at each step in my increasingly active engagement with them. Over the course of these successive revelations, I came to question why we were working so hard to essentially remediate what teachers had already learned. Why should we try to squeeze a better understanding of our various disciplines into a tired hour or two at the end of an exhausting school day? Why did we think that two or four weeks of summer study could make up for an arid college education?

Rather than blame teachers for not learning it right in the first place, the real issue — as I increasingly understood it — was why universities hadn't taught it right. And rather than simply blame colleges of education, we had to realize that what the teachers with whom we were working didn't know well were the very disciplines that we arts and science faculties had supposedly taught them when they had passed through our classrooms as undergraduates. If asked, I can identify any number of reforms that would improve K-12 education. But the reform most clearly within our power as university faculty, it seemed to me, was a reform of the university curriculum; we needed to radically alter our preparation of teachers. We had to teach our subjects as ways of knowing and learning and as strategies of inquiry, rather than as bodies of knowledge. Every discipline, after all, is built around its own pedagogy; every discipline

incorporates the rules for defining, creating, and transmitting the knowledge with which it is concerned. We might lead our graduate students to this insight, but we let our undergraduates — especially intending teachers — leave our classrooms with much less.

I probably became tiresome in preaching this message at Temple — as History department chair, as chair of the Executive Committee of the College of Arts and Sciences, as a participant in various ad hoc task forces, and the like. But the more I pursued a schools-oriented agenda, the more positively I felt reinforced by Temple colleagues and administrators. Perhaps my colleagues thought that I was really talking only about the public schools. Everyone understood that we had to deal with the crisis in the Philadelphia public schools, because that crisis threatened Temple, a public university. Even when I spoke about reexamining curricula in the College of Arts and Sciences, my more politically advanced colleagues approved because they appreciated my democratically inspired goals. Colleagues also did not object to hearing that we had as much to learn from teachers as they had to learn from us. And while there was no ground swell for re-examining our curriculum, I continued to believe that university faculty members could pursue agendas like the one I was following without diverting their attention to such issues of university structural reform as the faculty rewards system.

The issues raised by the FIPSE project over the past several years led me to conclude that I had underestimated the resistance to institutionalizing change. A research university such as Temple is very good at tolerating individual faculty initiative; it is even relatively generous in how it defines useful work. A number of departments in the College of Arts and Sciences, History among them, experienced little difficulty in rewarding — either with merit pay raises or course reductions — K-12 collaboration on the part of individual faculty. But in trying to institutionalize this acceptance — the task of this project — we highlighted the issues of faculty rewards in a way that could not be treated informally on a case-by-case basis. Rewards matter, not only because of their impact on the individual — as in "it's alright to do that" — but also because rewards strike at the very core of how the faculty defines itself. Even curricular change and the question of how we spend our time seem to matter more when the faculty thinks of them in the emotionally loaded terms of its identity. The identity issue, I was reminded over and over again in campus conversations aimed at changing the rewards system, colors the response of many arts and science faculty to K-12 collaboration. My colleagues associate K-12 work with colleges of education. Many assume that education faculty receive tenure without publishing; they fear, consequentially, that an institutionalized embrace of K-12 work in personnel decisions will lower the standards of their own college and compromise their own identity.

The issue of identity has long been important to college faculties; it may be gaining significance because of various forces now acting on the university. We face institutional pressures to increase teaching loads; many faculties fear other downward pressures on their status. Tenure, after all, is under "re-examination," and more and more of our colleagues are part-timers. Too often, colleagues saw our project as part of an employer-mandated labor "speed-up." They reminded us that models promoting K-12 work as part of the regular duties of faculty should require that faculty be released from other obligations; not surprisingly, underfunded institutions have not done so, but instead have displaced the real financial costs of this reform onto their faculties. Devoting scarce merit funds to K-12 collaborations, for example, limits the pay raises available to publishing faculty.

Given the times, I fear that a frontal assault on the system of faculty roles and rewards — that is, on how faculty define their identities — could be misinterpreted. It could generate resistance and prevent necessary change. We need to free more space in the university for some

faculty to define some part of their careers in terms of K-12 collaboration. Perhaps the best way to achieve that is to show our colleagues that working in the schools will make them better teachers and perhaps even make them better scholars. But it might be that we can best accomplish our ends by continuing to work with the considerable leeway that traditional university structures allow.

NOTE

[1] A useful account of the successes and shortcomings of Philadelphia's high school charter movement can be found in Michelle Fine, ed., *Chartering Urban School Reform: Reflections on Public High Schools in the Midst of Change* (New York: Teachers College Press, 1994). My coauthored essay in that volume, Morris J. Vogel and Essie Abrahams-Goldberg, "The Professional Development School as a Strategy for School Restructuring: The Millard Fillmore High School-Temple University Connection," describes some of the issues in the process — particularly in motivating teachers and in working with colleges of education — as we then saw them.

Reflections of One Linguist

Sharon Klein, Associate Professor of English
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Three tasks confront me in this essay. They are (1) to lay out the general lines of some of my work in linguistics and the paths that led me toward a focus in the area of K-12; (2) to look at ways in which linguistics as a field finds itself in this area; and (3) to examine the consequences — rewarding or otherwise — of having such a focus as a member of a university faculty. I do not address these tasks in any sequence. Discussion of one leaks into another. But that is not an accident. I can't see the work as a neatly laid bed of carefully arranged rows of anything. The experiences, as I view them, are kaleidescopic.

My linguistic research interests have always centered on puzzles about language that involve apparent contradictions. This is an interest that many linguists share. The puzzles that the structures and uses of human languages provide are abundant, and I still find those related to children's development of language the most exciting: how children come up with some of the systems we observe in their development of language, and how they proceed to abandon many of them. But even from its beginning, my career in linguistics seems to have led me consistently toward and onto paths connected more to teaching, either in the university or elsewhere.

I began my work as an assistant professor at California State University, Northridge not directly from a graduate program but having both completed some postdoctoral work in clinical linguistics and taught linguistics as well as composition at other CSU campuses as a lecturer. During this time I had begun research, expanding on the work in my dissertation, which looked at one phenomenon in child language — the formation of early WH-questions by children. But I began looking further at some others, including children's use of what seemed to them to be passive verbs (*unswept*, for example) to construct nonexistent active transitive verbs (such as *unsweep*), and their generalizing of *fall* as a transitive verb — "Johnnie fell my truck down."

I knew that emphasis in the CSU centered on teaching, but recognized that there were also strong expectations for research with the goal of publishing. At the beginning, I did respond to those expectations — many of them were my own, after all — and continued to develop and present papers at conferences and to publish them in proceedings. But there was also the pull of work the university's English department needed to have done and asked me to do.

Noteworthy in regard to this pull is that the life of linguistics itself, as a field housed in English departments, has always been awkward — the stuff even of novels. In an English department, the discipline is placed into a position that invites twisting and twitching more than it supports depth and productivity. Many professional students of literature find the sort of work that linguists in English departments engage in to be either less than academic or irrelevantly arcane. In some instances, what we do is orthogonal to the work of most scholars in English.

But, linguists are typicallly given the responsibility of being the "grammarians." And many literature mavens assert that anyone who reads the number of books that an educated individual should read will need consult no one for "grammatical direction" in any case. So, linguists — read *grammarians* — are superfluous. Moreover, when, in some fit of inquisitiveness, some-

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one *does* consult a linguist on a point of syntactic "correctness," the exchange is not satisfying. Flushed with the significance of the opportunity, we respond with a (sometimes not so) short discourse about why such a question would come up in any case; about the nature of language — which provides for such conditions of "choice"; and about the inevitability of language change. Finally, we may note that this particular point could signal a dialectal difference, even a social marker. Our literature colleagues walk away shaking their heads, interpreting our response as somewhat overwrought, vaguely incomprehensible, but surely permissive, in some way. In fact, "permissive" is what *descriptive* has come to mean, in its opposition to the term *prescriptive* as the two are (misre)presented in so many of the sorts of texts about language or linguistics that have been available for non-linguists, students and colleagues alike. But we can't completely blame English departments. Linguistics as a discipline is itself varied, and cannot in any sense be a central pursuit in such places. Nonetheless, linguistics and the work of English departments do come together in a number of spheres. The largest of these is education.

It's precisely the shared roles in this sphere that might be at the heart of what's going on with linguistics — and linguists — in many universities, as these universities renew and review their attention to how the work of their faculty and students relates to the work of faculty and students in K-12. The work is no longer perceived of as orthogonal or tangential, at least; but it is still not clear how the two are complementary or should be interwoven.

Linguists are particularly associated with the courses directed to students preparing to be teachers. This association is not unrelated to our roles as the guardians of grammar. We are often charged with the responsibility of erasing the "ungrammaticalness" from these students' use of language, and to teach them "grammaticality." When we do "our work," we're relegated to trying to achieve what ought to be a basic task: get these students to a place where they can use "correct grammar" in their writing and can "write well." However, linguists seriously concerned with the role teachers should have in contributing to the shape of public discourse about language argue that it's not "correct grammar" that should be the goal of language courses teachers take. Rather, it's argued, the goal should be as enlightened an awareness as can be achieved — both of the inner workings of human language and of its multiple roles in individuals and in the cultures they create. But that, recall, is precisely the sort of discourse that often puts off the non-linguist colleagues themselves when they inquire about "grammar." And when we wear our descriptive cloaks, we can be perceived of as not attending to "our work."

So, linguistics is in an interesting position. The very nature of the work of linguistics, standing away from one of the most fundamentally human systems and looking carefully at it, places it from the start on the margins, in some sense. And its association with education, because of the prevailing attitudes about work in education — the ones that provoked the activity behind this volume and the experiences of others contributing to it — further colors our view of linguistics. In universities, generally, preparing teachers (often referred to as "training" them) is itself held in a different sort of regard. The work is acknowledged to be important, but it is "service." The courses themselves — some already not only designed for teachers but also deemed inappropriate (insufficient?) for students in the field who are not preparing to teach — are often called "service courses." What do linguists do?

Some of us, uncomfortable with our mandate (to achieve the "grammaticality" that, it's claimed, will make our students competent writers and teachers), do, nonetheless, teach the classes more or less as departments would have them taught, including, where they'll fit, some insights about language. Those linguists who can, make the enterprise interesting and even entertaining, so students are not put off by the abstractions or the complexities. Many of these

linguists do this work and dissociate it from their "own" research. It becomes a sort of "day job." A few decide that somehow the mandate is either sensible or inevitable, and they figure out ways to fit pieces of linguistics into its precepts, agreeing that some sort of linguistic sophistication will improve students' writing. Looking at a number of writers, and acknowledging, with proper respect, the writing of linguists, I think it's fair to say that explicit linguistic knowledge is neither necessary nor sufficient to "fix" anyone's writing, much less our students'. But acceptance of the mandate is a popular position in a number of arenas, and many linguists working in this context make it a research area. There are then others who take on the task directly, challenging the mandate itself, at once denying that such should be the primary goal of linguistics education. They assert that teachers (perhaps read *citizens*) must have an understanding of language every bit as developed as the understanding of the cosmos, of mathematics, or of life forms, for example, that we expect them to have when they have read the last pages of the texts and have written the last pages of their exams and papers in our classes. The very length of this description should make it clear that I wish to be counted among these linguists.

This is not an easy position to take. There are many problems attached to it. Two are related to the odd position linguistics has in English departments, which we've already visited: that linguists are perceived of as either quaintly irrelevant or dangerously permissive. But there are others. Another problem is that the insights are found in abstractions that are difficult to see and more difficult to teach. Students often just find the abstractions inaccessible, and opaque. Although the difficulties of such abstraction do not, for example, license the teaching of pre-Galilean cosmology even in the most introductory astronomy courses, despite the fact that we talk about "sunrise" and "sunset," we do find equivalently outdated statements about language in many texts used in introductory courses. Finally, some of the most insightful analyses in linguistics — which, if presented in ways making them both accessible and relevant, would answer many questions about important issues at the interface of linguistics and its applications to uses of language in speaking, reading, and writing — are just too new to have yet been "translated" into introductory language.

Even if English departments and universities in general are unsure what to do with education and linguistics, the field itself is not so tenuous. Linguistics has not ever been hostile to the issues connecting language and education; linguists have historically been very involved in language education. But recently such work has gained more institutional support, and linguists who show interest in the area or who devote chunks of their professional work to it are recognized. Such support and recognition are reflected in the organization and work of the Linguistic Society of America (LSA), most significantly in the relatively recent formation of a working committee dedicated to linguistics in the classroom — Language in the School Curriculum, established in 1992. What excites me is that I'll be working on that committee for the next few years. Such work, I am hoping, will provide the focus and justify the time I need to bring the linguistic perspective more successfully into the language arts classroom.

I don't know how to think about the work I've been doing up until now. At times it feels eclectic and challenging. But sometimes it feels as though I've abandoned the pursuit of new ways of resolving the puzzles that drew me to linguistics, and that the work I've done is fractured and incoherent. This essay began with a reference to the work that the English department asked me to do. Virtually all of it related to teacher preparation. In fact, I just discovered that a colleague still uses some materials in introductory phonetics and phonology that a senior colleague invited me to write for one of the "teacher preparation" courses when I first joined the English department. I had forgotten about the materials, having put them aside in favor of other work

that I was doing at the time. I'm a bit embarrassed at knowing that they are still in circulation. I want to reclaim them; redo them. Rediscovering them, however, reminded me that I've been messing with the design and contents of these courses since my first year at Northridge.

My primary work in the English department did involve its credential major. I was asked to serve on the Teacher Prep Committee, charged with responsibility for the major and with advising its students, and before long I was very active in the work it did. In the academic year 1989-90, I was awarded tenure and promoted to the rank of associate professor. In 1992-93, I began to chair the committee. This position was one that various faculty associated with teaching would take for three-year periods. My tenure in that position lasted until 1996 and included the preparation of the document we needed to submit for our most recent reaccreditation as a "single subject" major for a credential program. I might add that we also changed the name of the committee — and the program — to the Credential Option. During these years as well, I worked with two teachers at San Fernando High School, developing an internship program for upper-division *English* majors that places them in classrooms where they work with high school students in a variety of ways distinct from any student teaching experiences.

The work that I've done with English Credential majors and with the teachers at San Fernando High School has been personally rewarding. And the Northridge students who have completed the internship have been consistently enthusiastic about the experience. They typically have gone on to teach or to both teach and do graduate work in English. In an important sense, the credential work has also been given some institutional recognition. The English department recently defined a new tenure-track position specific to managing the Credential major, and we have a new faculty member hired in that position. It should not go unnoted that her experiences in the context of roles and rewards will be important to record.

Paralleling my work in these areas as a member of the English department, I've been involved with the Linguistics program. This program exists independently, as an undergraduate major and as a graduate program in our College of Humanities. Interesting histories, too long to describe here, are responsible for the fact that so many of the courses dealing with language — for teachers and for students of language itself — reside in departments, not in the Linguistics program. Even in my first years at Northridge, my allegiance to linguistics as a field drew me to the program, although initially I didn't know or understand any of its history. I was a member of the program committee, and became its coordinator during one resource crisis. During the worst days of other budget crises, when the program was confronted with the possibility of being folded into my own home department, English, I wrote in defense of its independence. Now, I am working with colleagues to develop courses designed more for teachers, and again I am coordinating the program, which involves advising the majors and developing new curricula. We are at a sort of crossroads, needing to strengthen the TESOL track (Teaching English to Speakers of Other Languages) in our M.A. program, and grappling with the effect of such a focus on what is the general track. A small but significant number of our M.A. graduates continue in linguistics Ph.D. programs. It's my sense that we should preserve and even develop this area. Having students who have graduated from Ph.D. programs in linguistics is important in designing and teaching the sorts of courses about language that I think teachers ought to have. But that is my own sense. Many of my colleagues see the TESOL part of the program as its most promising focus. So even in the context of linguistics itself, there is active debate about goals and consequent directions; and the strength of the TESOL program, as its curriculum develops under the guidance of my colleagues, is undeniable.

Perhaps some of my sense of disjointedness comes from the many different instantiations

of linguistics across the campus: pieces here and there, partly in the program and partly in the English department, partly elsewhere. On the other hand, perhaps it's the very range of projects that can involve a linguist: There's the Liberal Studies Advisory Committee, which I am a member of, responsible for coordinating the subject-matter coursework for students preparing for a multiple-subject credential. There's the "service courses," two of which are in the English department and are the ones I've alluded to in the context of the task of "grammaticalizing" our students. Those courses are the target of another project, one that seeks to reconceive — at some level — the subject matter and methods of presenting that subject matter in courses that multiple-subject credential students are required to take. The two courses in the English department are a grammar class and a writing class. Naturally.

And there's a writing project that a former English graduate student, now a high school teacher, asked me to participate on. She asked me to help her and her fellow teachers identify and collaborate with some university faculty in devising ways to ready their students for college-level writing courses rather than for the remedial courses many of them must begin in. Finally, there is also a project with teachers at a middle school. Here I am an occasional participant, attending the meetings that do not interfere with my teaching and staying connected by email. The project is led and facilitated by a colleague from CSU Long Beach, who is working with one of the California Literacy projects, and involves the development of language arts and social studies curricula by sixth-grade teachers who teach both.

I am not altogether positive about this work. The range of activities is exciting, but there is little time for reflection. Some days, I think that I would better serve my goals if I were just to teach and reflect about what is taught. And I often feel unqualified to be doing the work I do. My background, for example, is not in writing or in the teaching of writing. In these contexts, I feel that my efforts are those of a classic "salon director," bringing together people from different disciplines, with different points of view, to hash out issues and, ultimately, to develop projects and solutions.

And I feel uncomfortable about the connections between the assumptions about language underlying the actual work and what I have learned about language through my work in linguistics. For example, early in the semester, in conjunction with the high school writing work, I brought faculty together from Northridge and a local high school for a workshop about constructing a "rubric" for evaluating essays "holistically," as essays are evaluated by ETS and by the California State University system on its English (read *language arts*) placement examinations. But I'm not certain that I even believe such examinations are the best measure of ability, or that such scoring does not involve clear — and questionable — cultural preferences that are never made explicit and that might not directly reflect verbal ability. Working with other linguists and educators to develop alternative frameworks and methods for evaluating students' abilities and acquired skills seems an attractive possibility.

My most recent contribution to the middle school project (aside from scheduling rooms for the meetings) is, however, incredibly modest. It involves a set of about twenty sentences the director asked me to construct using vocabulary words in ways that would allow eleven-year-olds to infer reasonable meanings for them. In fact, we know that there is lots more to word learning than only such inference drawing, since learning words involves placing them into an intricate network connecting concepts and linguistic structures. But currently there is not time enough to devote in the classroom to developing multiple paths to such word learning. Such work is not exactly what I intended when I began to think about linguistics in K-12. I imagined reconceiving some of what had been proposed for a brief time, when in the early 1980s

some linguists proposed teaching linguistics to fifth and sixth graders. Nevertheless, it's a beginning. I wrote the sentences, and I'm looking forward to discussing teachers' responses to them and to seeing what the kids make of them. In fact, I feel a bit like my students — wondering whether the sentences I wrote are "right." Is that linguistics? Am I spending my time and energy effectively? When will I know? And what about teaching linguistics to fifth and sixth graders?

Perhaps some of this hand-wringing is an echo of the question of rewards. I have been an associate professor for eight years. In fact, I've been reluctant to move into the arena of promotion: uncertain of my work, concerned about its substance, its place, its effect. I have felt as though I've fallen away from linguistics, as I watch new colleagues carefully sidestep the pull of issues involving but not at the center of linguistics to pursue their own research interests in productive ways, with interesting results. That sense is discomfiting.

On the other hand, there are changes: some rejuvenating. In addition to the work related to reconfiguring the liberal studies courses in the English department, I've been asked to work on a grant with a colleague in Elementary Education to take a long, close look at the sort of preparation our students are getting in fields directly related to the work they'll be doing in language arts. We've begun meeting, plan to sit in on each other's classes, and will meet with other colleagues engaged in teaching in the relevant subject-matter areas. I am hopeful — more hopeful than I've been in other contexts — about what can come of this work. And the invitation to work in this particular way — to think about fundamental changes, rather than to engage in quick fixes, cosmetic tweaking, really — seems a reward.

I am still looking for ways of introducing linguistics itself into the K-12 curriculum, as well as revisiting how it is used in the preparation of teachers. As I was finishing this essay, wondering how to conclude, when in fact there isn't a simple conclusion to draw, the telephone rang. The call was from a fellow linguist who has a daughter now in the third grade. My colleague called to wonder aloud with someone how it is possible for the curriculum at her daughter's school (a fairly exclusive private school at that, not the public schools we're focusing our efforts on, where this vignette could also occur) *still* to be introducing children to "the parts of speech" using definitions such as "a noun is the name of a person, place, or thing" and "a verb is an action word." Her daughter had circled the word *suddenly* as a verb. Why not? The answer was completely consistent: *suddenly* is certainly an action word. Our conversation took us through questions about language, children, cognition; and it left us pondering the roles and influence of linguists in curriculum development or text design.

When recently I met again with my colleague from Elementary Education, and we in turn met with other colleagues from the English department (at a meeting that, yes, I had arranged; yet a "salon director"), the issue of parts of speech and how they're taught came up. Questions of writing came up. And connections between our students' verbal development and their sophistication in the manipulation and interpretation of images came up. All of this in the context of possibilities for preparing teachers. The discussion was exciting, heated, and heavy with the potential for new questions and careful answers. These sorts of conversations are the beginnings of rewards for me. I don't believe that the work I find myself involved in will alter its kaleidoscopic character anytime soon. But I'm beginning to see the patterns it generates more clearly, and I'm becoming more comfortable with the changes in those patterns as different perspectives reveal themselves.

Educational Renewal Connections: Experiences in Modern Languages

Joan H. Manley, Professor of Languages and Linguistics, UTEP

Many newly hired college language teachers, fresh from their graduate studies with a Ph.D. in literature, are surprised to confront the realities of academic life in small- to moderate-sized American universities. The literary figure or genre that had so recently occupied their time and energy as the topic of their dissertation rates but a small mention in their class syllabus, if in fact it is mentioned at all. Teaching lower-division language courses, filled overwhelmingly with non-language majors, dominates their new existence. They are therefore forced to think back to whatever pedagogical instruction and experience they might have acquired as a teaching assistant in earlier years. As an added surprise dimension to these new duties for which their graduate studies have not prepared them, there might also be the preparation of teachers for the public school. What can these new faculty fall back on to fulfill — or sometimes even comprehend — that responsibility?

This was certainly how things were in my own case. At the onset of my career at the University of Texas at El Paso, my interest in things such as pedagogy and teacher training was strictly limited to the students in my own classes. When it became apparent that opportunities to teach literature, in particular the poet of my doctoral dissertation, were to be rare, I focused first on my own pedagogical skills in the classroom and shortly thereafter on the way the teachers with whom the students had previously learned French were trained. However interest, once whetted, has developed exponentially over the past thirty years to the point where it has taken over my major professional growth and research.

The first step was to become involved in those professional organizations that offered sessions and workshops on pedagogy, eventually serving as president and editor of the state foreign language association publications. I was elected to the board of the national foreign language organization whose conferences and publications are devoted to classroom practice and research, and I helped found the regional language organization that completed the national network of such groups. At the local level, clearly an important constituency for the budding teacher trainer, I served as the first president of both the local chapter of the national French society and the language collaborative whose membership includes all-level teachers, from elementary through college.[1] All of this was essential for me in the "retooling I" process to meet my new responsibilities, learn about the new craft, and get to know the people in the field.

The most significant curricular change made by the department of Modern Languages was the decision to assume ownership of the methods course, a key component of any teacher-preparation program. Until the mid-1970s, foreign language teachers in training took a general methods course offered by the College of Education. While none could argue with the college's pedagogical expertise, the College of Education faculty could not be expected to be familiar with the particular circumstances facing public school foreign language teachers as well as specific methods and strategies for dealing with their situation.[2] Taking over the instruction of this course also gave me the opportunity to learn about second-language acquisition, effective teaching methods and activities, and to focus on the issues facing the language teaching profes-

sion. The course in question is now an integral part of the minor in secondary education for French, German, and Spanish; it can also form part of the preparation for an English as a Second Language (ESOL) teacher. It must be noted at this juncture that the department has always been supportive of faculty members who have interested themselves in teacher preparation, by making resources available and giving credit at evaluation time.

Teaching the course was but the first of many readjustments in my professional persona. Another important decision came when the department decided to support faculty members in their desire to be involved in the national language movement known as proficiency. Supporting the shift to proficiency meant an ongoing emphasis on training academics as oral interviewers, with a concomitant restructuring of how languages should be taught for communicative purposes. Over the past fifteen years, I have given numerous workshops dealing with matters such as the training of academic testers and trainers, and methods by which public schools and universities could refocus their beginning-level language instruction. In the late 1980s, I was also codirector with Armando Armengol of three intensive Summer Institutes for French and Spanish teachers. These were funded by NDEA and the Texas Education Agency (TEA) with the express purpose of helping teachers of long standing in the public schools understand and achieve the new pedagogical goals set for the profession.

Many interesting opportunities have presented themselves to further this involvement with the preparation of teachers, both preservice and inservice, including three consultancies:

- A project with the San Antonio Independent School District foreign language teachers to acquaint them with oral language assessment and help them develop an assessment instrument for their classes in French, German, Japanese, and Spanish.
- An intensive Summer French program for thirty high school students.
- An intensive Japanese Academy for thirty students each in the summers of 1995 and 1996.

One organization at UTEP that has been in existence since the 1970s in various forms has been the Teacher Education Council, which meets periodically to review and discuss changes in teacher preparation in the El Paso area and to react to mandates from TEA. It was involved in the development of the current block program, in which students are placed in the public school classrooms for a semester prior to their student teaching. This forum for bringing together persons interested in teacher training campus-wide has helped foster cooperation and a sense of community in this important activity.

While my entree into the field was due to the nature of my teaching duties at UTEP, my continued involvement stems from a belief in and commitment to the idea of total university participation in the preparation of teachers for the public schools. It is one of the most important areas of academic endeavor and should be encouraged, recognized, and rewarded accordingly.

NOTES

[1] These organizations are, in order of their mention in the paragraph, Texas Foreign Language Association; American Council on the Teaching of Foreign Languages; American Association of Teachers of French; and El Paso Language Collaborative.

[2] In many universities, certainly in those with a sizeable foreign language teacher preparation program, the college of education might well have in its ranks a person holding a doctorate in foreign language education to deal with many of the matters discussed here. It should be noted that UTEP is the second-largest trainer of Spanish teachers in the state of Texas.

Personal Reflections

Dan Tompkins, Professor of Classics, Temple University

Charles Karelis's description of FIPSE funding as "venture capital" fits the use to which we have put our grant at Temple University but not the results we've obtained. We have invested seed money in faculty activities that seemed to improve the quality of learning in local public schools, and have concurrently sought to improve the recognition and rewards for faculty engaged in these enterprises. But the results resemble the jagged landscape of venture finance in, say, biotechnology — where calamitous failures abut stunning successes — less than the more humdrum, sometimes more satisfying, charts tracing the miracle of compounding.

My formal association with the FIPSE project, beginning in July 1997, initiated a salutary process of personal reorientation, as my educational vision was expanded to include K-12 education, the role of universities in preparing teachers for elementary and secondary teaching, the possibility of collaboration and assistance by university faculty at this level, and the sorts of rewards and recognition available to these faculty. This widened focus has influenced my activity over the past year, leading to the following sorts of work:

1. Participation in writing a successful grant proposal to the William Penn Foundation linking Temple, the School District of Philadelphia, and the Philadelphia Education Fund in an effort to improve training and induction of middle school teachers.
2. A variety of assignments from Temple's provost and vice-provost for undergraduate studies aimed at building collaboration between our colleges of Education and Arts and Sciences in the emphasis on secondary school teaching certification.
3. An invitation from the American Federation of Teachers to speak at a joint meeting of that union and the National Education Association on teacher preparation (September 1998); and regular conferences with AFT officials at Temple, in our state organization (Pennsylvania Federation of Teachers) and the Washington headquarters.
4. Attendance at a series of important national meetings on teacher preparation, including two meetings of The Education Trust (in November 1997 and March 1998) and one organized by the Council for Basic Education concerning the Georgia P-16 curriculum (June 1998).
5. Membership in the Higher Education Partnership of the School District of Philadelphia.
6. Collaboration with teams from the University of Southern Colorado, the University of Texas at El Paso, and California State University, Northridge on this grant, including presentations at a series of national conferences.
7. A number of activities closely related to my professional field, as a teacher of Latin and Greek. In an effort to bring about greater collaboration among language department faculty, I helped to start a Language Development Group of teachers. They were interested in improving and expanding the college-level teaching of language, studying the complex linguistic environment of the modern metropolitan university, and working

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more closely with local secondary-level teachers of ancient and modern languages. Our work with teachers will include a World Languages Day for secondary school language students and their teachers and a workshop bringing Temple undergraduates together with the director of foreign language teaching for the school district to learn about careers in language teaching.

8. Within my department, we are now developing a curricular track for students interested in secondary school certification, and exploring a possible dual certification combining Latin and Spanish.

All of the above activities have grown out of my work on the FIPSE grant. The grant's most important consequence, however, has been the development with Temple faculty of K-16 collaboration activities over the grant's final two years (we utilized the FIPSE option of extending the grant period for an extra year, to August 31, 1999). In the first two years of this grant, a number of possibilities were explored at Temple. Some, such as closer involvement of science departments in teacher preparation and work in schools, were extremely promising; but it was the department of English, in the end, that combined promise with performance. I joined a group of English faculty in unearthing possibilities for meaningful faculty contributions to the success of K-12 education particularly within the School District of Philadelphia. I will say more about this work below.

This new assignment has brought a number of changes in my own academic work. Over the past two decades, I've been involved in the initiation of a required entry-level Western Tradition 2 sequence, the development of a core curriculum, introduction of learning communities, and attempts to introduce new pedagogies (collaborative learning) and new forms of assessment (peer review, course portfolios). The K-12 initiative is now as central to my work as those other activities were in the past. K-12 collaboration is, I think, possibly more consequential than any other educational work I've participated in. It is also more risky, attended by a higher likelihood of failure, than my previous purely on-campus work.

In our work with local schools, we have run into the repeated complaint that Temple faculty involve themselves opportunistically at the K-12 level, working there when they have a research project or a grant for a specific purpose then departing. A basic task for grant participants and for myself, then, has been to establish a sense of trust and long-term commitment to the project.

How It Fits With the Goals of My Department

Most departments of classics have had to rethink their goals over the past two decades as the academic job market has shrunk. Some of our most interesting and successful graduates have gone into secondary teaching, and we have decided to place even more emphasis than before on preparing students for this line of work. The greatest change has been from a passive to a more active sense of our role in preparing future teachers, as we increasingly move from presenting grammar and literature and allowing students to learn method in their education courses. Increasingly, we have come to recognize our role in modeling teaching behaviors, in teaching methodology, and in discussing student development.

The Eco-Literacy Project at Cal State Northridge

Matthew Cahn, Associate Professor of Political Science, CSU Northridge

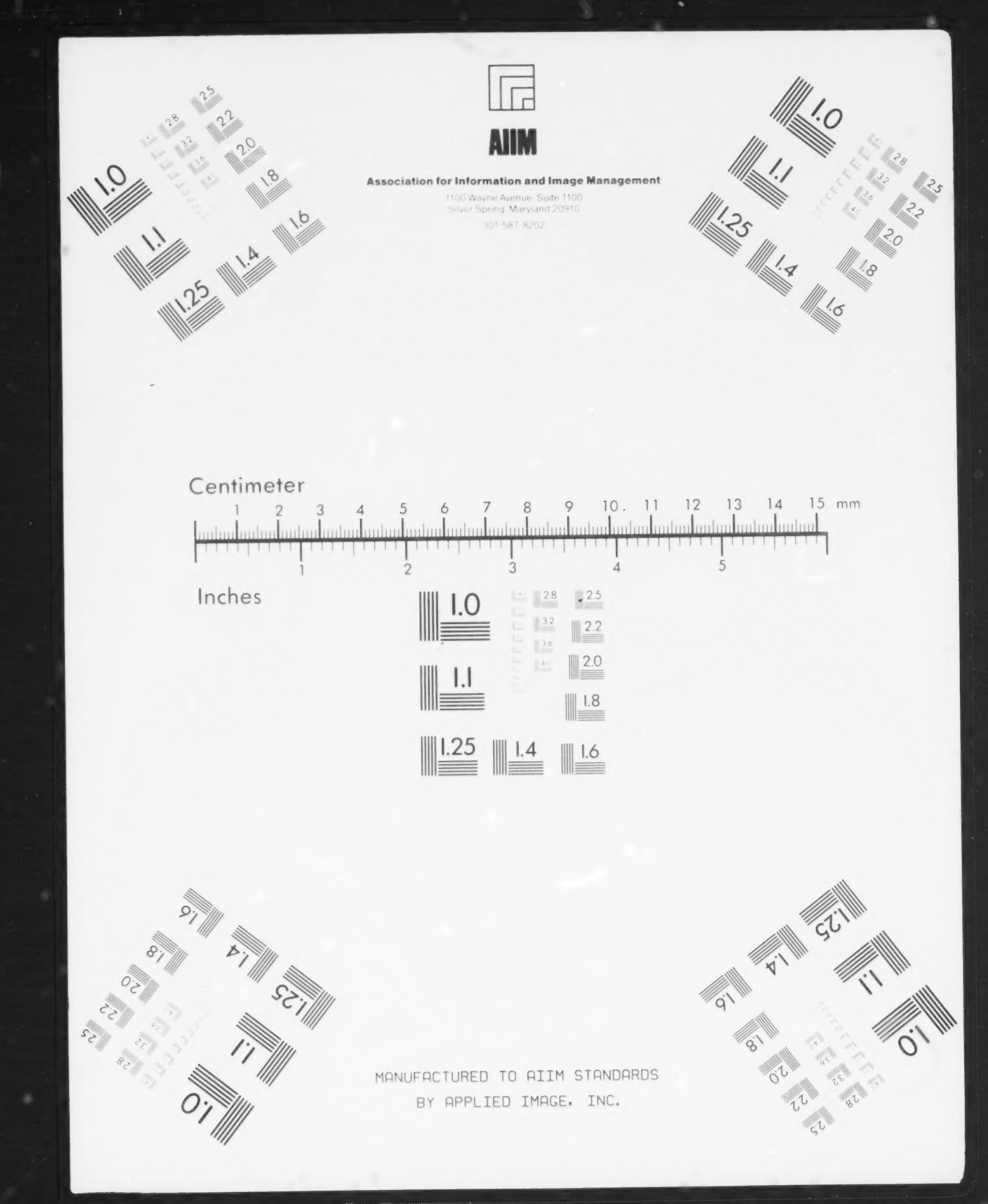
The Eco-Literacy Project is a program that integrates university students into middle school curricula for the benefit of both the university students and the middle school students to facilitate knowledge, understanding, and critical thinking about environmental challenges by K-12 students in urban public schools. Because the environment is at academic disciplines it provides a superb vehicle for critically assessing contemporary issues and enduring questions of human civilizations, thus maximizing opportunities for cross-disciplinary humanities curricula. The environmental problematic challenges us both to overcome the traditional tension between the individual and the community and to incorporate knowledge of history, science, art, and ethics.

"Ecology" can be understood as the study of the interrelationships between organisms and their environment. "Ecological literacy," therefore, can be understood as the ability to understand the basic elements of the physical and social environment, and see how people and other living organisms fit in, respond to, and alter that environment. The Eco-Literacy Project contributes to the teaching and study of the humanities by bringing enduring questions to bear in a manner that is relevant and *meaningful* to students in urban primary and secondary schools. Further, by teaching students how to develop qualitative frameworks for the understanding and assessment of these questions, the Eco-Literacy Project introduces methodologies that are instrumental for humanities education throughout one's lifetime.

In addition, by developing mentoring relationships between university and K-12 students and building partnerships between the university and K-12 campuses, the project seeks to introduce K-12 students to the university environment and encourage secondary students to work toward a broadly based university education. Finally, the project seeks to train students in the use of new communication technologies to maximize access to resources, texts, and data that are essential for assimilating a constantly and rapidly expanding body of knowledge.

The Eco-Literacy Project was piloted during the 1997-98 academic year at Van Nuys Middle School, in the Los Angeles Unified School District. LAUSD is currently 67 percent Latino overall, with the Van Nuys campus percentage far higher. The challenges facing most urban school districts spill over into the Van Nuys classrooms. Nonetheless, the twelve California State University, Northridge students who participated as project leaders in the middle school classrooms were successful. Since the sixth graders at Van Nuys would be potential CSUN students in six short years, we felt it appropriate to begin introducing them to the university. For most of them, the Eco-Literacy Project leaders were their first introduction to CSUN. The CSUN students considered this in and of itself a success. Though scheduling conflicts (assemblies, substitutes, field trips) often undercut the implementation of the project curriculum, the environmental content was new to most of the middle school students and, though limited, was successful in communicating basic environmental themes.

The Eco-Literacy Project emerged as an outgrowth of the environmental policy classes taught here at CSUN. As a policy researcher, with an applied interest in the environment, I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have sought various vehicles for integrating my students into applied fieldwork. And since there is no place closer to community-based research than public schools, the project was a reasonable place to begin. As such, the Eco-Literacy Project successfully integrates the three areas of commitment expected of public university faculty: teaching, research, and community service.

Educational Renewal Connections: Experiences in Political Science

Kathleen Staudt, Professor, and Gregory Rocha, Assistant Professor of Political Science, UTEP

Historically, the discipline of political science has maintained a distance from the discipline of education. This may seem surprising, because schools are public places, reliant on public funding, and governed by elected public servants for whom citizens vote (usually at low turnout rates). This distance is more surprising when one considers the role of schools in civic education, ranging from courses in history, government, and other "social studies" to the values students learn and live in everyday classrooms with more or less hierarchy, participation, and degrees of hidden curricula. Even more surprising, those political scientists attentive to race/ethnicity, class, and gender power relations have rarely cast their research nets widely to include education. In so doing, they could understand political disengagement/engagement as parents "contact" public officials, or new leadership styles in the move away from white male norms as found in the "women's world" of principals and teachers in elementary and middle schools.

Like most political scientists, we were socialized to keep our distance from other disciplines; department and college boundaries helped to maintain that distance. In the early 1990s, however, the walls came down part way, and we began to cross boundaries. At the University of Texas at El Paso, this began first with the opportunity for strategic alliances with the Educational Leadership department in an interdisciplinary Ph.D. proposal focused on administration and public policy. Much writing on organizations, human resource management, public finance, and the like cuts across disciplinary boundaries. After several years of proposal-writing collaboration, state-level officials dug in their heels and maintained strict disciplinary "coherence," thus denying the joint venture. In the post-approval phase, however, the Ed.D. Program Committee drew several political science faculty into its governance and teaching, including one of us (Staudt) and Roberto Villarreal.

On our own, we renewed efforts for more effective ways to improve teaching, deepen students' learning, and apply that learning to hands-on tasks. Fortunately for us, the UTEP culture is very much oriented to serving the region and students therein. University culture also facilitates and celebrates interdisciplinary collaboration. We are also fortunate to have a department culture that values research, whether or not the publication outlets are political science. (The top-ranked political science departments acquire their ranking from a formula that privileges publication in political science journals over those in other disciplines. Paradoxically, we would "hurt" our department, and in turn be penalized, if we behaved as we would at an aspiring top-ten institution.)

Below, we briefly outline some of our research, teaching, and service activities that connect with K-12 institutions and teacher training. Although we are a "minority" in our department in that regard, our colleagues respect our work and thus facilitate this kind of faculty growth and development.

Between us, Rocha was the pioneer in developing an education research agenda. In 1991,

he coauthored a book with Robert Webking on equity in state educational funding, one of the biggest policy issues to confront and confound the Texas legislature over several regular and special sessions. This research agenda made perfect sense, for Rocha teaches the large introductory course required of all majors, one with legislative mandates to include content on Texas. Curiously, though, most introductory textbooks, whether on American or Texas government, include no content on school boards, elections, school finance, and the like.

Staudt, always interdisciplinary, also pursues educational research agendas. She and an Educational Leadership colleague, Susan Rippberger, are writing a book on their video and subsequent research of everyday primary school dramas, *Whose Borders? Education and National Values at the U.S.-Mexico Border*. Staudt is currently collecting data with another Ed Leadership colleague, Maricela Oliva, on a teacher-training magnet school in which they will track first-year high school students through their first teaching positions.

In both of our courses, we constantly experiment with new teaching techniques to deepen the learning process. This, too, is valued in our department, through sharing syllabi and reviewing them in annual evaluations. Students' enthusiasm also goes far in making this activity intrinsically rewarding to us. Rocha teaches research methods courses, required of both majors and graduate students. In the last few years, he has fine-tuned the hands-on teaching and learning techniques associated with student-driven exit polling. Students prepare a survey instrument, pilot-test it, select precincts near which to poll, administer the questionnaire, enter the data, and analyze the results, aiming to call the election within a fraction of actual results. In the Public Policy Research Center paper series, Rocha and a colleague wrote deeper analyses on the results. Staudt reorganized the first of the two large introductory required courses around educational themes. In classroom surveys, she learned that approximately a fifth of students aspire to teaching careers. Although many students will drop/stop out after the freshman and sophomore years, the largest group of majors on campus is in teacher education. Staudt also crossed boundaries to teach a required course for teachers-in-training enrolled in their first of two field-based blocks of courses. In a committee she chairs, Staudt hopes to institutionalize social science faculty staffing for that course, as well as another required course for secondary educational Social Studies Composite majors (who currently enroll in no methods course taught by those in their content area). Staudt and several colleagues also have offered staff training and summer workshops for area high school teachers.

Both of us are enthusiastic contributors to the high-visibility "Kids Voting" efforts in the city, which drew 40,000 children (and their parents) to precincts during the last presidential election. Other political science colleagues gladly pass out extra-credit sheets for students to sign up for what Harry Boyte calls "public work" at the precincts on Election Day. Staudt's honors students responded to several invitations from third- and eighth-grade teachers to conduct classroom lessons with "kids." Several graduate students in search of thesis topics are likely to evaluate certain aspects of "Kids Voting." Rocha's exit polls regularly include questions about "Kids Voting," thereby providing useful data to the civic group managing this effort.

Much work remains in deepening students' learning in political science classes, responding to the large critical mass of teachers-in-training in our classes, expanding research agendas to include education, and responding to our colleagues in K-12 institutions. Most introductory political science classes at UTEP are huge, with 100-700 students. Frontal lecturing and multiple-choice testing are the norm — though some of us break the class into cooperative learning groups periodically, offer interactive multimedia instruction (especially Robert Webking and Robert Peterson), or include essay questions and journal entries among evaluation criteria

(however laborious that is for hundreds of enrollees). Testing students with scores of multiple-choice questions over lectures with far-reaching breadth and detail seems to fragment learning in the same way the TIMSS results found for math (and, probably, high school government courses do for students disengaged from public affairs). Queries about what lingers from those courses produce frightening lists, queries that might reflect poorly on our colleagues and us. Do we model democratic practice in our teaching, or perpetuate the hierarchy of frontal lecturing?

From the disciplinary perspective, we are hopeful about efforts in the American Political Science Association (APSA) to revisit our intrinsic connection to education, as occurred in the 1930s with studies of civic education and in the 1960s and 1970s with studies of political socialization. At the 1997 APSA meetings, a Hyde Park session on the topic drew an audience of more than a hundred, and several sessions sponsored by an organization section addressed service-learning in political science classrooms. In one or two decades (for the wheels of change work slowly in higher education!), our department and discipline might be very different from what now poses for the educational renewal occurring in these pioneering initiatives.

Education Renewal: Prospects for Psychology

Lawrence D. Cohn, Professor of Psychology, UTEP

In 1996, it was estimated that more than 10,000 high school teachers taught courses in psychology and more than 700,000 students attended these courses.[1] Several strategies are available to foster collaboration and partnerships between university psychology departments and secondary school students and teachers. Three of these strategies are outlined below.

American Psychological Association's (APA) Nationwide Initiative. In response to high school students' growing interest in psychology, APA recently initiated a nationwide project to build partnerships between high school teachers and university instructors and applied professionals (e.g., clinicians). The effort, entitled "Psychology Partnerships Project: Academic Partnerships to Meet the Teaching and Learning Needs of the 21st Century," was initiated by APA's Board of Educational Affairs and Education Directorate. Several issues have been targeted by the initiative, including (1) coordination of a curriculum that provides a smooth transition between high school, two-year colleges, and university psychology courses; (2) developing instructional technology that reaches out to the communities; (3) "developing pipelines to increase recruitment and retention of underserved groups in psychology programs and careers"; and (4) fostering student research experiences as a means of extending educational processes. During Phase I of the initiative, APA plans to recruit state coordinators. Phase II "will consist of the First National Forum on Psychology Partnerships," planned for the summer of 1999. Phase III involves regional coordinators working with teachers to implement the various projects.[2]

Prior to the development of APA's Partnerships initiative, APA had spearheaded involvement in secondary school classes in psychology. APA's Education Directorate publishes a bimonthly newsletter, *Psychology Teacher Network (PTN)*. Also, in 1992 APA helped form a smaller organization called Teachers of Psychology in Secondary Schools (TOPSS); that organization seeks to establish guidelines for high school psychology curricula and to provide secondary school teachers with a variety of teaching and research resources. TOPSS has a website (http://spsp.clarion.edu/mm/topss/topss.htm) that provides teachers with access to teaching and curriculum resources. TOPSS also established an honorary club for high school students, Psi Alpha, which provides a means of engaging high school students in research and related activities. APA has provided awards to student researchers, and more than 1,500 schools had students recognized by Psi Alpha. Efforts are under way to provide a venue for secondary school teachers to discuss curricular issues, student advising, and computer software issues. One such effort in the latter direction has been the Summer Institutes for High School Psychology Teachers, held in 1998 at Northern Kentucky University.

National Institute of Mental Health Research Initiative. The National Institute of Mental Health (NIMH) established a research program for high school students from underrepresented minorities. The goal of the program is to stimulate interest among minority high school students in research careers in the behavioral sciences. The program provides a variety of train-

ing experiences to high school honors students, including mentoring by university faculty. Modest funding (up to $2,000 in 1995) is available for trainees.

Local Initiatives. At the local level, at least two faculty members have expressed interest in developing links to local high school psychology teachers and classes. Dr. Michael Zarate proposed developing a psychology curriculum that could be incorporated into general science classes. The curriculum would introduce students to key issues in research by engaging them in topics that might relate to their own lives; that is, we would use psychological research as a means of engaging high school students in more-general scientific inquiry. This strategy could serve to involve many more students in science than would otherwise be initially inclined.

NOTES

[1] R. Ernst and P. Petrossian, "Teachers of Psychology in Secondary Schools (TOPSS): Aiming for Excellence in High School Psychology Instruction," *American Psychologist* 51, no. 3 (1996), 256-258.

[2] APA website: www.apa.org/ed/mission.html

A Sociologist's Perspective on Educational Renewal

Cheryl Howard, Associate Professor of Sociology, UTEP

I had returned to school to get "credentialed" to continue research on health issues facing minority populations in New Mexico, not to join the "academy" and focus my efforts on teaching. However, the first course I taught as a graduate student changed my career trajectory and reignited a "put-away passion" for teaching and learning. After the nine years I have been at the University of Texas at El Paso (UTEP), I am even more passionate about teaching than when I started. Students have come back to visit or written me notes from their current lives thanking me for the impact I made in their lives. More than anything else, student feedback has kept me focused on the importance of what I do. One student, upon entering a Ph.D. program in psychology, told me: "I'd still be working at McDonald's if it wasn't for you." This type of comment becomes a mission statement. I see teaching as one of life's highest privileges: the opportunity to touch, expand, and change a person's life forever and everyone that individual comes into contact with. I am also a parent with children in elementary and middle schools. Having seen close up the effects of both good and bad teachers, I was "primed" to hear dean Arturo Pacheco's words at our introductory meeting of the Liberal Arts Educational Renewal Committee.

It is easy for university professors to complain about the lack of preparedness in their students. It is not as easy to think that the university is the place where the teachers are trained to teach the students who eventually come into our classrooms. In El Paso County, Dean Pacheco points out, it is almost a closed loop. In this setting, the potential for change is incredible. No matter how committed to teaching I was before, Dr. Pacheco's statements, which should have been intuitively obvious, hit me like a ton of bricks. We have an even greater obligation: teach the teachers who become our children's and future students' teachers. Now I had a new perspective, forest and trees.

I regularly teach four sociology courses: Measurement and Inference (statistics), Medical Sociology, Population Problems and Policies (demography), and Introduction to the Border. Even though only one course (statistics) is a lower-division class, I always have non-sociology majors. Most of the future public school teachers I see are in the statistics class. However, several sociology majors eventually seek teacher certification, and some of the nursing and health education majors I see in Medical Sociology also enter the public school system as educators. I currently have four Ph.D. education students in my graduate demography class. Thus, every class is fertile ground for planting the seeds of a pedagogy that might be replicated in another classroom.

Pedagogy

No pedagogy has much educational value without one crucial attitude on the part of the teacher: respect for the student … who is also a teacher in his or her own way. At the university level, we can assume that all students are adults who have their own reasons for paying tuition money to be in a particular class. We should demand that these students articulate their

learning needs and become active partners. Respect for the student underlies all my pedagogical methods. For example, in my upper-division classes, I would not presume to hand out a course syllabus without consultation with the students in attendance. Many professors do presume. As we move down the grade levels, I think there is an even stronger tendency to presume that "we" the teachers are the experts and the students are there (in our classes) without choice or intention, and that we are the ones who should make all the decisions. Whether or not a class is required, and whatever grade level is in question, I believe that when teachers take the more humble and realistic role of facilitator and demand that their students be active learners, the teachers end up with students who have a vested interest in learning. The students end up with teachers who are more interested in teaching and learning.

Six techniques have been particularly useful in my endeavors to maximize student learning: journal writing, field assignments, oral presentations, potluck get-togethers, real and relevant research assignments, and peer mentoring/group projects. I try to incorporate most or all of these techniques in every class I teach, and student feedback has been extremely positive.

I use journal writing assignments in both my statistics and borders classes. For most liberal arts majors, statistics represents a hurdle they must cross to get on with their careers … careers usually chosen expressly to avoid contact with this subject. Most of my students have horror stories to tell, and most of the horror involves math teachers they have had in the past. At the beginning of the semester, I ask them to reflect on their "math histories," to tell all the important stories, and to articulate their particular strategies for success in my class. In turn, I tell them my stories and the successes of past students, give them tips to rid themselves of their demons, and reasons to believe they should try to master this subject. At critical intervals throughout the semester, I assign additional journal assignments for students to assess how well their strategies are working. We spend class time discussing general themes. In the borders class, I also ask students to keep journals, to examine everyday experiences, and to pay closer attention to events that might seem mundane or irrelevant. I give them key phrases as a guide to paying attention. In this class, I also keep a journal, and reproduce my thoughts as well as anonymous excerpts from student journals for class discussion. These handouts begin to link students with one another and with me in a quest to search for the subtlety beyond stereotypes.

Journal assignments are useless unless the professor is willing to reciprocate. It is unfair to ask students to delve into self-reflection and disclosure if the professor is not willing to take the same risk. When this condition is met, students find journal writing assignments fun, exhilarating. Amorphous memories and thoughts begin to take shape, and the class gives a foundation from which to examine them. Too often our students have only experienced scantron exams, and their own beliefs are not valued.

Field assignments can bridge the gaping wound between theory and reality. In my Medical Sociology class, students view an autopsy, ride with police or EMS personnel, or sit in an emergency room for two hours to see how real people live, cope with injury or illness, or die. They interview health providers or patients in the system and learn the frustrations of both sides of our health care system. I see in their writings about these experiences how they have taken what has been presented in class and personalized it. In my borders class, they may read a book, but I ask them to ride a bus or visit a neighborhood or take photographs to see how what they have read relates to real people who travel or live there now.

Most students dislike oral presentation because it forces them to take a stand and relinquish their anonymity. Nevertheless, it encourages class cohesiveness and helps prepare students to articulate their ideas in front of others. In my demography class, I routinely ask stu-

dents to investigate their own neighborhoods (census tracts) and present their findings to the rest of the class. After this assignment, students generally know one another's names and encourage classmates to join discussions. One of my former students, a Chinese woman, felt particularly uncomfortable about her English and loathed an assigned presentation to the class. She is now my daughter's math teacher at a local middle school. I am certain she gained her self-confidence from many places, but I'm happy I was one of her professors who pushed her to self-expression and didn't let her hide behind her insecurities.

Professors often have social get-togethers for graduate students at the end of the semester. My experience is that these events are beneficial at the undergraduate level and even more so when they can be orchestrated early in the semester. Any activity that involves food and is removed from the formal lecture mode (inside or outside of the classroom) improves the learning environment and breaks down barriers between students, enabling them to learn from one another and to view the "teacher" as more human and interested in them as human beings. When I told one of my former Latina students visiting my house that I had sewn the curtains in one of the rooms, she looked at me in awe. It was out of her grasp at the moment that professors might sew. It made a huge difference to both of us that I did. We had more in common than she believed possible. This woman went on to write a master's thesis on women garment workers in the region.

Real and relevant research assignments are another way to bridge the gap between theory and reality. Students have often been given the equivalent of busywork to do and know their efforts are wasted, in the sense that no meaningful product results. When given the opportunity to work on something real that will be used instead of graded and trashed, they usually push themselves to do a good job. Having students do real work is not without danger; it must be planned and checked carefully. But it raises the bar, puts theory into practice, makes learning more exciting, and has the potential to give students a strong sense of accomplishment. Two of my students have written master's theses on what began as undergraduate class projects.

Lastly, I encourage my students to teach and learn from one another. I noticed that students in my statistics class who could follow the logic and steps when I worked a problem at the board were often lost when they attempted to do a problem on their own. I knew something had to be done. The students were too dependent on me to set the problems up for them. So now we regularly spend entire class periods in small groups. I circulate from group to group inquiring if I can be of help and respond to waving hands, but often I feel a bit redundant as I watch the students explaining things to each other. This class has taught me the most about peer mentoring, because no matter what level the student, there are benefits. The better students benefit by teaching (a sure way to learn), and the poorer students benefit by the wisdom and caring shown to them by their fellow students. Students are always eager to get into their groups and try things out for themselves. Group assignments are a bit trickier, but they are a fair reflection of the reality of their future workplace environments. Sometimes the best students complain that they do all the work and others get the credit. This is a reasonable criticism, but it can be handled by giving a group power to excommunicate nonparticipants and by pointing out that the classroom is not the only place this is likely to happen.

Institutional Rewards

The teacher-training component of our jobs as university professors is still inchoate. Most of my colleagues have not thought about this for more than five minutes. The first task for those dedicated to this endeavor is to articulate the mission to a wider audience; we are currently

preaching to the choir. Still, in deference to my colleagues, good teaching is good teaching, regardless of discipline. All of us will be called upon to teach someone, whatever career path we follow. I'm not sure the pedagogy needs to be all that different for a group of people who have declared their career paths ahead of time.

There are institutional rewards for investing time in good teaching. They are not as many or as grand as the institutional rewards for obtaining extramural funding or for prodigious publication of research findings. And in fact, at most universities there must be a modicum of the latter to earn the former. If a faculty member has failed in research and publication, it might be appropriate to interpret good teaching as punishment. The latest fad (which might never disappear) is bestowing the highest honors to high-tech teaching. Our society has a long tradition in virtually every field (medicine, engineering, entertainment) of rewarding those on the frontiers of new technology. I am fortunate to be at an institution that places more value on teaching (regardless of technology) and mentoring than most. Despite these disparaging comments, I am in favor of, rather than opposed to, both research and technology; they are valuable tools that we would be poorer without.

Students know who the good teachers are; they know even better who the bad ones are. At times they might be happy they are being cheated when a professor cancels class or gives old exams they can get copies of ahead of time. All the same, they know they are being cheated. Our students, and I suspect they aren't much different from others, are hesitant to act on their knowledge. I don't know whether it is laziness, fear of retaliation, self-doubt, a sense of powerlessness, or some combination of these plus other variables, that keeps them silent. At the end of the semester, students have the opportunity to evaluate faculty. At UTEP we have a four-point scale. Really good teachers generally have averages above 3.5; really bad teachers generally have averages above 3.0! Our students are too kind. Their kindness enables some faculty members to reap institutional rewards they don't deserve (see my remarks about group projects, above). It might be easier to measure publications and grant dollars than it is to measure good teaching (especially with such kind students). My experience on departmental review committees and college tenure and promotion committees is that when it comes to evaluating teaching, scant attention is paid to anything other than SAQ (Student Assessment Questionnaire) averages and a sort of local college myth (which might not be unfounded!) about who is or is not a good teacher.

Personally, I feel my efforts in teaching have been acknowledged and rewarded. I'm not sure where the information to make such decisions has come from, since no colleague has ever visited my classroom to observe my teaching … and I'm not really sure what additional information that would produce. Maybe the informal student rumor mill *is* the best place to learn about effectiveness in the classroom.

The Public Schools Rewards Project: A Scientist's Perspective

Steve Oppenheimer, Professor of Biology, CSU Northridge

The health, welfare, and security of the United States depend upon producing the world's finest scientists and a scientifically literate public. My role as a professor of biology has been, primarily, to train our undergraduates. But I began to realize, more than a decade ago, that people with my expertise have an even more important responsibility — to reach out to the precollege community.

I decided two and a half decades ago that I wanted to change the way in which science was taught. I began with my undergraduates. I knew that teaching science through memorization of facts was not going to excite our students about the prospect of becoming scientists. I, therefore, began involving large numbers of undergraduates in my research laboratory by instituting a cooperative research program in which groups of undergraduates work on segments of larger research projects. So far, ninety-seven publications, involving 158 student (mostly undergraduate) coauthors, in well-known journals such as *Science, Nature, Experimental Cell Research, Acta histochemica, Cryobiology, Journal of Cell Biology, Molecular Biology of the Cell,* and *Developmental Biology* have resulted from this two-and-a-half-decade-old program in my laboratory. Many of these students are now Ph.D.'s, M.D.'s, or are in some way involved in biomedical science. Their work resulted in their admission to graduate programs at institutions such as Harvard, Berkeley, Johns Hopkins, and Stanford. Even the Northridge earthquake, which placed us in trailers, did not stop these students from continuing their *research.* Thirty-nine student coauthors appear on post-earthquake publications. The students are not just coauthors; they design the experiments, carry them out, analyze the data, and write up the results.

More than a decade ago, I set out to bring this same teaching strategy to the precollege classroom. Fortunately, the National Science Foundation and other granting agencies funded these efforts with several million dollars in support. As a result of these funded programs, thousands of precollege students are engaged in research projects in the classes of teachers trained in my programs, locally and nationwide. Teachers who learn classroom student research project methodology, through materials that we send them free of charge by mail, in turn engage their students. I realized that just as in the case of my undergraduate students who publish their results, the best way to assess the quality of the precollege program would be to examine the quality of student-authored products. With this in mind, I developed the *Journal of Student Research Abstracts* (published by Burgess International, Minneapolis), for which I serve as editor-in-chief. Currently, we publish hundreds of research projects authored by students, trained by teachers from our local and national outreach programs.

The precollege research program currently involves mostly high schools, junior highs, and middle schools, but I have also served as project director or codirector of programs that serve elementary schools. Our most recent projects (funded by more than $1.5 million) have trained more than 100 majority Latino elementary science specialists who teach in schools that serve 90 percent underrepresented youngsters (85 percent Latino). These are teachers who before participation in our programs had very little science background. Now they teach exciting

hands-on science to elementary school youngsters and train their colleagues in local, district, and national workshops. Thirty of them have been so turned on by science that they are enrolled in a master's degree program in elementary science teaching.

This program has been cited as a national model by the Eisenhower Agency. Right now, hundreds of mostly Latino youngsters are enjoying science in a science summer camp program that we initiated. As a result of its success, parents are breaking down their principal's door to enroll their children, and the school district has taken over most of the program costs.

Now I come to the question of the types of rewards I have received from participating in these precollege programs. I did not need the university to provide rewards. I thought there was a need to become involved; I became involved, and I enjoyed it. Fortunately, the granting agencies had enough faith in me to award my programs about $4 million in grants. This has led to national and international impact of our projects. My rewards have included satisfaction in a job well done, and also recognition through grant awards and twenty-one outstanding professor awards and other honors from local, state, and national organizations.

It is important to mention that I began my involvement in precollege education in 1984 or so, when I was a full professor. I had received special accelerated promotions to full professor as a result of my publications (with student coauthors) and my exceptional teaching evaluations. Would I have been able to engage in precollege work while I was climbing through the ranks? I think so, but I'm not sure. At that time (the 1970s), university research faculty involvement in precollege education was almost nonexistent, and there did not seem to be any encouragement to do so. But now, it is clear that in the Biology department, for example, work with teachers and schools is considered to be important.

Although right now there are no direct internal rewards for this work, there is little doubt in my mind that such work would be considered favorably as service in personnel decisions. In fact, based upon a recent survey I have taken, I think that the Biology department would consider precollege work as a substitute for university service, although the university might not agree (but I think it might). The survey indicates that a minority segment of the Biology department would allow refereed publications in science education to fulfill the publication/scholarship requirement; an even smaller segment would allow unpublished but extensive work in precollege science education to fulfill the requirement.

It is my opinion that at this time the last thing anyone wishes to do is to set up a situation that will lead to polarization of faculty on the publication issue. I believe that improvements in the rewards system should be made over a five-year-or-so period of time. As faculty see good work that is being done in precollege education, they are far more likely to support stronger personnel action rewards. At this time, I would propose starting with what I would like to see as step one in the Biology department: *Pass a motion to allow precollege education service to substitute for the university service requirement, followed by moving this action for approval at the College of Science and Mathematics and university levels.* I believe that the Biology department would pass the motion, but the college and/or university might not.

I am encouraged, however, that our activist administration is providing real leadership in this area by decisive and vigorous support of precollege involvement. The writing is on the wall. When the American Association for the Advancement of Science, in electing me as Fellow (one of the highest honors for American scientists), cited my science education work in addition to my research work as being distinguished, it became clear that involvement in precollege education is accepted and rewarded by the most prestigious of professional science organizations. This opens the eyes of many faculty.

My K-16 Involvement

Jack A. Seilheimer, Dean, College of Science and Mathematics, University of Southern Colorado

My involvement in K-16 extends back to the early 1970s, when Mr. Richard Elm, principal of Irving Elementary School, and I wrote a handbook for environmental education entitled *Our World and Welcome to It* for use in Districts 60 and 70. The writing and printing were funded by the Pueblo Beautiful Association, the school districts, and the University of Southern Colorado (USC). Unfortunately, teacher inservice to train the teachers in the use of the handbook as a resource for integrating environmental education into their teaching was not funded. On my own time, I worked on a one-to-one basis with teachers who requested assistance, and several of them learned to use the handbook and added environmental education to their teaching. All teachers received personal copies of the handbook, and many used the handbook and remained in contact with me over the years to date or until they retired. I was often asked to present some of the exercises in the handbook to classes at all three public school levels.

In the late 1970s, Jay Zarr and I received a grant, "Environment Now," from the Colorado Division of Wildlife to inservice the Pueblo-area public school teachers in environmental education. We trained more than ninety teachers in a two-year period, with a very good response to attention paid to environmental education in the curriculum.

I enjoyed the interaction with the students and teachers and always felt appreciated. A growing interest in public school education expanded to include my concerns for improving science education.

In the early 1980s, I taught several summer school workshops aimed at enhancing the background and interest of elementary-level teachers in science. These were all successful and I remain in touch with these teachers too, and served them frequently as a resource.

In the late 1980s, I got involved with the Colorado Alliance for Science (CAS), a statewide collaboration of schools, business, and government to assist in improving and reforming science, mathematics, and technology education in the public schools. I partnered with Ms. Cindy Elm-Sinn, and we began to represent the Pueblo area on the CAS in 1987. Out of this interest, we began to write grants to fund some of our ideas on improving and reforming K-12 and K-16 science, mathematics, and technology education. Several grants were funded, including the $430,000 SEEK (Science Education for Every Kid); the $180,000 CO-STEP (Colorado Science Teacher Enhancement Program); the $56,000 PREP (Precollege Enhancement Program); the $120,000 Center for the Advancement of Science, Mathematics, and Technology; and the $500,000 CONNECT Program (Statewide Systemic Initiative to Improve Science, Mathematics, and Technology Education Through Standards-Based Reform). All of these programs are continuing in District 60 (some in District 70) at the present time (some grant-funded and some supported by the districts).

My most recent involvement in preK-16 is consistent with my role as dean, in encouraging, enabling, empowering, and supporting faculty and staff in initiatives to improve and reform science, mathematics, and technology education. I currently continue to serve as associate director for Region 9 of the CAS, higher education liaison for the CONNECT grant,

coordinator (with Cindy Elm-Sinn) of the Alliance Science and Mathematics Curriculum Articulation Linkage, and member of Haaf Elementary School Site Based Committee.

This year, I am eager to work with the Pueblo School for the Arts and Sciences (USC's charter school), with ninth- through eleventh-grade classes, who will use the university's classrooms, laboratories, and equipment while they are on campus, beginning this academic year. I am particularly interested in helping develop a K-16 portfolio system for representing student accomplishment.

My involvement in the public schools, particularly over the past ten years, has left me with a deep concern about the increasing lack of civility in the schools. I believe it is time for faculty in the social and behavioral sciences to step forward to assist in developing solutions to this major, *overriding* problem. In my opinion, a major factor is the general lack of respect on the part of all parties for one another. We need to build or rebuild our schools (K-16) as learning communities. This will not occur without intention and attention, nor by chance. It will have to involve everyone working together as Americans concerned about our future and the future of the next seven generations. "Are the children well?" we were asked by the 1996 USC commencement speaker. My answer is no, not well at all, and the future of our beloved democracy is in danger. I, for one, recommit myself to work in the context of preK-16 with great passion to assist in ensuring an even better flourishing civil democratic society now and in the future.

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